

Webster County Schools

95 CLARK AVENUE – EUPORA, MS 39744

Office of Curriculum

662-258-5551, Extension 15

packets@webstercountyschools.org

7th Grade

Packet 3

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Determining Point of View

LSSELA 2

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Theme: Extreme Sports

Did you ever read an article that tried to convince you to agree with the writer's ideas? If so, you may have noted that certain words were chosen to appeal to your emotions. The writer may have made different choices if the text were meant to inform or entertain, for example. After all, content is shaped by the **author's purpose**, or main reason for writing. Content is also shaped by the **author's point of view**, or feelings about a topic. The words and ideas used in a text provide important clues about an author's perspective.

In the picture below, what is each judge's point of view about an athlete's performance?



Circle clues that helped you figure out each judge's point of view.

Read the chart below to analyze evidence that helped you determine points of view.

Topic	Evidence	Positive (+) or Negative (-)	Point of View
Athlete's performance	Judge 1: gives a score of 10, smiles, uses the word "perfect"	+	Judge 1 thought the performance was wonderful.
Athlete's performance	Judge 2: gives a score of 2, frowns, uses the word "awful"	-	Judge 2 thought the performance was terrible.

Recognizing an author's reason for writing and feelings about a topic can help you decide what to do with the information. Should you treat it as a simple set of facts? Will you agree with the author, or will you develop your own opinion? To determine an author's point of view, think about the words chosen, the opinions expressed, and the details given (or left out). All are valuable clues to an author's purpose and point of view.



Read the essay about the extreme sport of ice climbing.

Genre: Essay

Climbing Ice! *by Melissa Thompson*

Imagine facing an enormous frozen waterfall. You are at the bottom of this huge ice formation, staring up and thinking through the steps you'll take to climb it. Yes, it's dangerous—and that's part of the fun!

For adventure-seekers, ice climbing offers a physical challenge and a unique thrill. The surface of ice varies greatly from one location to another, so an ice climber must be ready for any situation that could arise during a climb. One wrong step could lead to a deadly fall. Yet to enthusiasts, the risks seem small when compared to the reward of finally reaching the top!

Speed competitions are for ice climbers who need more adventure than simply scaling a steep ice wall. These events offer the rush of danger coupled with the excitement of speed and competition.

Explore how to answer these questions: "What is the author's point of view about ice climbing? What words, phrases, or sentences reveal this viewpoint?"

The author does not directly state her opinion or attitude about ice climbing. Complete the chart below to determine her point of view based on text details and word choice.

Topic	Words, Phrases, or Sentences	Positive (+) or Negative (-)	Point of View
Ice climbing	"dangerous," "unique thrill," "deadly fall"	+ and -	
Ice climbing speed competitions	"rush of danger coupled with the excitement of speed and competition"		

Based on details in the chart above, describe the author's purpose for writing this essay.



Close Reading

Consider the title and the words the author uses in the editorial's first paragraph. **Circle** words and phrases that help you understand the author's point of view.

Hint

How would you describe the author's feelings about ice climbing? Is he simply providing information, or does he have another purpose?

Read the editorial about ice climbing. Use the Close Reading and the Hint to help you answer the question.

Genre: Editorial

Worth the Risk? *by Chris Lau*

Ice climbing is a dangerous sport in which people attempt to climb frozen waterfalls and icy mountainsides. Training and proper equipment, along with protective clothing, are essential, but they are not enough to guarantee safety. Even experienced climbers continue to be injured and killed while participating in this high-risk sport.

Do the thrills outweigh the risks? When an ice climber is buried under an avalanche, emergency responders are dispatched at great expense to the community. If by luck the climber survives, it may take months or even years for him or her to recover. Are such costs worth a few hours of excitement?

Circle the correct answer.

What is Chris Lau's point of view about ice climbing?

- A He admires the bravery of people who participate in the sport.
- B He strongly encourages people to get the proper equipment and training before trying ice climbing.
- C He questions the wisdom of people who think the thrill of ice climbing is worth the dangers.
- D He downplays the high costs and serious risks of the sport.

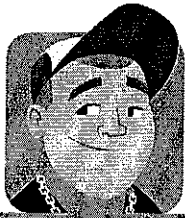
Show Your Thinking

Look at the answer you chose above. Explain which words and phrases in the editorial helped you identify the author's point of view.

With a partner, discuss the differences between the two authors' purposes and points of view.



Read another essay about extreme sports. Use the Study Buddy and the Close Reading to help guide your reading.



To help me understand the author's point of view, I am going to pause at the end of each paragraph and restate it in my own words.

Genre: Essay

Just for the Thrill of It *by Ken Moreno*

- 1 Your heart races. Your blood is pumping. Every nerve feels alive. For thrill-seekers, the charge of extreme sports keeps them coming back for more. And, of course, along with the excitement there's the breathtaking rush of danger and risk. It's an almost irresistible combination!
- 2 Extreme sports enthusiasts are always aware of the dangers. Most would agree that proper training and the right equipment are absolutely necessary to help minimize the risk. Yet even the most experienced participants will admit that training and equipment provide no guarantees when it comes to safety, so it's important to know what you're getting into.
- 3 Take whitewater rafting, for example. The raft is an inflatable boat designed to float down a rapidly flowing river. Split decisions must be made as rushing water shoots the raft past boulders, toward hidden snags, and over waterfalls. Controlling a raft's course can be exhausting. Still, rafting provides thrills at every turn and a wild ride!
- 4 Bungee jumping is another high-risk activity. Attached to a long, stretchy elastic cord, bungee daredevils jump from a high location, such as a bridge. They experience the thrill of freefall until the cord suddenly jerks them skyward again.
- 5 So what is it that attracts people to extreme sports? Most people have few chances in their daily lives to feel the rush that comes from pushing themselves to their limits and winning against great odds. Extreme sports can fulfill the need for that adrenaline rush and the satisfaction that comes from meeting a personal challenge.

Close Reading

How does the author feel about whitewater rafting? **Underline** a sentence that gives his opinion of this sport.

Reread the last paragraph to figure out why the author believes people like extreme sports. **Circle** phrases that explain the author's own point of view.



Read the article. Then answer the questions that follow.

Flying Above the Water

by Tyrone Schenkel

1 Most people try to avoid risk as much as possible. For extreme-sport athletes, risk is their business. They put their careers, their bodies, and often their lives on the line to participate in their sport. The payoff is the indescribable rush that comes from doing what they do, as well as the knowledge that people watching are saying, “Can you believe that?”

2 One of the newest extreme sports is called kitesurfing. Mat Colefax is the sport’s pioneer. In the early 1990s, he began experimenting with the sport in Australia. Colefax explained how he got the idea: “I caught a glimpse on TV of large kites being used with beach karts and I immediately [pictured] using such kites with my surf and snowboards. The idea of kiteboarding flashed into my mind and my imagination ran wild.” In the early days of the sport, Mat sold a kite to Rebecca Nicholson, a young woman he met on the beach. She taught herself to fly it, and in 2003 became the first female world champion kitesurfer. She had become Rebecca Colefax by then. Today she and Mat spend their time promoting the thrilling sport.

3 Kitesurfers ride the waves on a board like surfers do, but they’re towed along by large kites flying in the wind. The sport is related to several other water sports. It’s like surfing and wakeboarding because of the board the riders use. It’s like waterskiing and windsurfing, too, but the wind in the kite, not a boat or a sail, provides the power. It’s also similar to parasailing in that when a parasail rider builds up enough speed, he or she is pulled into the air. Kitesurfers can get airborne, too. In fact, that’s one of the goals of the sport—to fly off the surface of the water and do tricks. One minute you’re on the water, and the next your heart skips a beat as you’re soaring through the air, performing aerial tricks with your feet still attached to the board. When you land back on the water, the kite continues to pull you along at breakneck speed.

4 Because so much equipment is needed to go kitesurfing, the sport can be expensive. To begin with, you’ll need to purchase a kitesurfing kite. The kite you fly in the park on a windy afternoon won’t provide enough wind power for the sport. Larger and stronger than backyard kites, kitesurfing kites can carry more weight. Some are inflatable, and all are made of tough fabric. You’ll also need a harness to attach the kite to your body. And don’t forget the kite lines and the control bar, which you’ll need to control the kite. Another vital piece of equipment is the kitesurfing board, of course. Some kitesurfers use wakeboards, but as a beginner, you might prefer a board made especially for kitesurfing. If you’re kitesurfing in warm weather, you won’t require much special clothing. In colder temperatures, however, consider wearing a wetsuit to keep warm. In some parts of the world, kitesurfers are required to wear helmets just like bicyclists are. Whether required or not, a helmet is always a good idea for your safety, as is a life vest.

5 This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face. But kitesurfing isn’t an activity you can take up on a whim. It’s a tough sport that can be dangerous for a beginner. After all, you could find yourself flying 40 feet in the air at a fairly frightening rate





of speed. Most kitesurfers recommend that beginners get professional instruction so they'll be certain to obtain the right equipment and know how to use it.

6 If you're ready to try this exciting sport, you'll want to know that Australia is the world's top kitesurfing hot spot. Since it's also popular in Brazil, some surfers hope that kitesurfing events might be added to the 2016 Summer Olympics, which will be held in that country. In the United States, the Hawaiian island of Maui and the North Carolina coast off Cape Hatteras both offer good kitesurfing conditions.

7 It can certainly be worth your while to explore the sport of kitesurfing. If you're looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.



This question has two parts. Answer Part A, and then answer Part B.

Part A

With which statement would the author **most likely** agree?

- A Only professionals should attempt to perform kitesurfing tricks.
- B Kitesurfing is too dangerous for most people to attempt.
- C Performing aerial tricks while kitesurfing is as easy as doing tricks on waterskis.
- D Kitesurfing is a challenging but highly exciting water sport.

Part B

Which two sentences from the article **best** support the answer in Part A?

- A "The idea of kiteboarding flashed into my mind and my imagination ran wild."
- B "Kitesurfers ride the waves on a board like surfers do, but they're towed along by large kites flying in the wind."
- C "This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face."
- D "Most kitesurfers recommend that beginners get professional instruction so they'll be certain to obtain the right equipment and know how to use it."
- E "In the United States, the Hawaiian island of Maui and the North Carolina coast off Cape Hatteras both offer good kitesurfing conditions."
- F "It can certainly be worth your while to explore the sport of kitesurfing."



2

Which sentence **most accurately** describes the author’s purpose for writing this article?

- A He wants to inform readers about the appeal and challenges of kitesurfing.
- B He wants to help readers to understand why kitesurfing can be very expensive.
- C He wants to compare kitesurfing to other types of extreme water sports.
- D He wants to encourage readers to help make kitesurfing an Olympic event.

3

In spite of his warnings, the author believes the thrill of kitesurfing is well worth the effort. Which sentence from the article **best** supports this statement?

- A “Because so much equipment is needed to go kitesurfing, the sport can be expensive.”
- B “Whether required or not, a helmet is always a good idea for your safety, as is a life vest.”
- C “If you’re ready to try this exciting sport, you’ll want to know that Australia is the world’s top kitesurfing hot spot.”
- D “If you’re looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.”

4

Although the author is enthusiastic about kitesurfing, he also wants readers to know what they’re getting into. What are some of the details that help him achieve this goal?



Self Check

Go back and see what you can check off on the Self Check on page 94.

answer key

Lesson 12 (Student Book pages 111–118)

Determining Point of View

Theme: Extreme Sports

LESSON OBJECTIVES

- Determine an author's purpose for writing informational text.
- Determine an author's point of view about the topic of informational text.
- Cite evidence to explain how the author's point of view is conveyed in a text.

THE LEARNING PROGRESSION

- **Grade 5:** MS CCRS RI.5.6 asks students to analyze the point of view in multiple texts related to the same topic.
- **Grade 6:** MS CCRS RI.6.6 builds on the Grade 5 standard by requiring students to focus on using evidence to describe the point of view.
- **Grade 7:** MS CCRS RI.7.6 requires students to analyze how an author distinguishes his or her position from that of others.

PREREQUISITE SKILLS

- Identify the author's point of view or purpose in a text.
- Recognize statements and word choices that make clear the text is expressing the author's point of view.
- Explain how word choice and tone help establish an author's perspective and bias.

TAP STUDENTS' PRIOR KNOWLEDGE

- Tell students they will be working on a lesson about determining the author's purpose and point of view. Remind them that an author's purpose is his or her reason for writing. Have students give examples of authors' purposes. (*to persuade, inform, or entertain*)
- Display two different informational texts that students have read recently. Discuss the authors' purposes for writing each text. Point out that the purpose of many informational texts is to inform the reader about a topic or persuade the reader.
- Then ask what an author's point of view is. (*his or her feelings, opinions, or beliefs about a topic*) Ask students to share their opinion about a popular song or movie. Tell them that the opinion they expressed is their point of view.
- Point out that not everyone shares the same point of view about a topic. Authors often try to convince readers to agree with their point of view by using persuasive words, such as *best, worst, or amazing*, to help convince readers to agree with their ideas.
- Remind students that looking for words and phrases such as *I think* or *I believe* can help them identify the author's point of view.
- Point out that recognizing an author's purpose and point of view in a text will help students to better understand what they read.

Ready Teacher Toolbox

teacher-toolbox.com

	Prerequisite Skills	RI.6.6
Ready Lessons	✓	✓
Tools for Instruction	✓	
Interactive Tutorials		✓

MS CCRS Focus



RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

ADDITIONAL STANDARDS: RI.6.1, RI.6.2, RI.6.4, RI.6.5; W.6.2, W.6.4, W.6.7; SL.6.1, SL.6.4, SL.6.5; L.6.4a, L.6.4b, L.6.5a, L.6.5c (See page A35 for full text.)

Part 1: Introduction

AT A GLANCE

Through an illustration, students explore how to recognize point of view. They learn to analyze evidence to determine the point of view.

STEP BY STEP

- Read the first paragraph, which includes the definitions of *author's purpose* and *author's point of view*. Discuss examples of words that authors use to express positive and negative points of view, such as *best*, *great*, *awful*, and *dreadful*.
- Have students study the illustration. Ask them to look for and circle any clues in the illustration that help them figure out each judge's point of view.
- Explain that the chart shows the process of analyzing evidence to determine points of view.
- Read the first two columns of the chart. Ask students to compare the evidence listed in the chart with the evidence they circled.
- Review the third column and discuss how the word *perfect* and the first judge's smile suggest a positive point of view, while the second judge's frown and the word *awful* suggest a negative point of view. Finally, read the point of view column with students. Help them understand how the evidence they identified conveys the judges' points of view.
- Reinforce how recognizing an author's purpose and point of view is an important part of being an active reader. Share a recent book or movie review that you have read and explain whether you agreed with the author or developed your own point of view.

Lesson 12 Part 1: Introduction
Determining Point of View

Did you ever read an article that tried to convince you to agree with the writer's ideas? If so, you may have noted that certain words were chosen to appeal to your emotions. The writer may have made different choices if the text were meant to inform or entertain, for example. After all, content is shaped by the **author's purpose**, or main reason for writing. Content is also shaped by the **author's point of view**, or feelings about a topic. The words and ideas used in a text provide important clues about an author's perspective.

In the picture below, what is each judge's point of view about an athlete's performance?



Circle clues that helped you figure out each judge's point of view.

Read the chart below to analyze evidence that helped you determine points of view.

Topic	Evidence	Positive (+) or Negative (-)	Point of View
Athlete's performance	Judge 1: gives a score of 10, smiles, uses the word "perfect"	+	Judge 1 thought the performance was wonderful.
Athlete's performance	Judge 2: gives a score of 2, frowns, uses the word "awful"	-	Judge 2 thought the performance was terrible.

Recognizing an author's reason for writing and feelings about a topic can help you decide what to do with the information. Should you treat it as a simple set of facts? Will you agree with the author, or will you develop your own opinion? To determine an author's point of view, think about the words chosen, the opinions expressed, and the details given (or left out). All are valuable clues to an author's purpose and point of view.

Genre Focus

Informational Texts: Editorials

Tell students that in this lesson they will read an editorial. Explain that an editorial is a short essay that is often written by a newspaper or magazine's editor. Discuss the following characteristics of editorials with students:

- expresses an opinion about a topic
- tries to persuade readers to agree with a certain opinion about a topic
- may encourage readers to take action

Based on these characteristics, have students name some examples of editorials they have read. Ask them if an article in a reference

text, such as an encyclopedia, would be an editorial. Why or why not? Discuss the similarities and differences between informational articles and editorials.

Explain that "Climbing Ice!" is an essay that gives information about the sport of ice climbing. "Worth the Risk?" is an editorial about the risks involved in the sport of ice climbing. "Just for the Thrill of It" is an essay that describes what attracts people to extreme sports such as whitewater rafting and bungee jumping. "Flying Above the Water" gives information about kitesurfing, one of the newest extreme sports. Review that knowing a text's genre will help students determine the author's purpose and point of view.

Part 2: Modeled Instruction

AT A GLANCE

Students identify the author's point of view in an essay and support it with evidence from the text, including text details and word choices.

STEP BY STEP

- Invite volunteers to tell what they learned on the previous page about identifying point of view.
- Tell students that in this lesson they will learn how to identify the author's point of view in an essay.
- Read aloud "Climbing Ice!"
- Then read the questions: "What is the author's point of view about ice climbing? What words, phrases, or sentences reveal this viewpoint?"
- Now tell students you will use a Think Aloud to demonstrate a way of answering the question.

Think Aloud: The essay has clues to help me figure out the author's point of view. The author uses the words *dangerous*, *unique thrill*, and *deadly fall* to describe ice climbing. *Dangerous* and *deadly fall* suggest a negative point of view, but *unique thrill* is positive. These words support the idea that the author believes ice climbing is dangerous, but the danger is what makes the sport rewarding to enthusiasts.

- Direct students to the chart and explain that it shows a way of determining the author's point of view.
- Point out the evidence supporting ice climbing and how it shows both positive and negative feelings.

Think Aloud: Now I'll look for words the author uses to describe ice climbing speed competitions. I see negative phrases such as "rush of danger" and positive phrases such as "coupled with the excitement." The author has both positive and negative opinions about speed competitions. Again, she thinks that the sport is dangerous, but the danger is what makes it exciting.

- Have students fill in the third column of the chart. Then have them write the author's point of view in the last column.
- Finally, have students answer the question at the bottom of the page. Invite volunteers to share their answers. (Sample response: *The author wrote the essay to inform readers about the excitement, thrill, and potential dangers of ice climbing.*)

Part 2: Modeled Instruction

Read the essay about the extreme sport of ice climbing.

Genre: Essay

Climbing Ice! by Melissa Thompson

Imagine facing an enormous frozen waterfall. You are at the bottom of this huge ice formation, staring up and thinking through the steps you'll take to climb it. Yes, it's dangerous—and that's part of the fun!

For adventure-seekers, ice climbing offers a physical challenge and a unique thrill. The surface of ice varies greatly from one location to another, so an ice climber must be ready for any situation that could arise during a climb. One wrong step could lead to a deadly fall. Yet to enthusiasts, the risks seem small when compared to the reward of finally reaching the top!

Speed competitions are for ice climbers who need more adventure than simply scaling a steep ice wall. These events offer the rush of danger coupled with the excitement of speed and competition.

Explore how to answer these questions: "What is the author's point of view about ice climbing? What words, phrases, or sentences reveal this viewpoint?"

The author does not directly state her opinion or attitude about ice climbing. Complete the chart below to determine her point of view based on text details and word choice.

Topic	Words, Phrases, or Sentences	Positive (+) or Negative (-)	Point of View
Ice climbing	"dangerous," "unique thrill," "deadly fall"	+ and -	See sample response.
Ice climbing speed competitions	"rush of danger coupled with the excitement of speed and competition"	+ and -	

Based on details in the chart above, describe the author's purpose for writing this essay.

See sample response.

Tier Two Vocabulary: *Varies*

- Direct students to the word *varies* in paragraph 2. Tell students that the word *varies* is formed from the Latin root word *vari* meaning "different; changing." Have students use this root information, along with the context of the sentences, to tell what the word *varies* means. Guide students to understand that *varies* means "differs; changes." (RI.6.4; L.6.4a; L.6.4b)
- Have students work in pairs to list other words related to *varies*. (*variety, variable, variation*)

Part 3: Guided Instruction

AT A GLANCE

Students read an editorial about ice climbing. They answer a multiple-choice question and analyze the evidence that helped them select the correct answer.

STEP BY STEP

- Tell students they will read an editorial about ice climbing.
- Close Reading helps students focus on the title and the words that the author uses to help them understand the author's point of view. The Hint will help them analyze how the words chosen and opinions expressed reveal the author's feelings about ice climbing.
- Have students read the passage and circle words and phrases that help them understand the author's point of view, as directed by Close Reading.
- Ask volunteers to share the words and phrases they circled. Have them explain how each helped them understand the author's point of view.
- Have students circle the answer to the question. Then have them review the words and phrases they circled before responding to the Show Your Thinking. Guide them to understand that words and phrases such as *worth the risk*, *high-risk*, and *great expense* suggest a negative point of view about ice climbing.

ANSWER ANALYSIS

Choice A is incorrect. The author does not admire ice climbers. Rather, he thinks they are foolish.

Choice B is incorrect. The author says that proper training and equipment are essential, but he does not believe they are enough to make the sport safe.

Choice C is correct. The author says, "Are such costs worth a few hours of excitement?"

Choice D is incorrect. The author emphasizes, not downplays, the high costs and serious risks.

ERROR ALERT: Students who did not choose C may not have recognized the author's point of view. Point out that all the choices are points of view that others may have about ice climbing, but only C tells how the author feels about it.

Part 3: Guided Instruction

Read the editorial about ice climbing. Use the Close Reading and the Hint to help you answer the question.

Genre: Editorial

Worth the Risk? by Chris Lau

Ice climbing is a dangerous sport in which people attempt to climb frozen waterfalls and icy mountainsides. Training and proper equipment, along with protective clothing, are essential, but they are not enough to guarantee safety. Even experienced climbers continue to be injured and killed while participating in this high-risk sport.

Do the thrills outweigh the risks? When an ice climber is buried under an avalanche, emergency responders are dispatched at great expense to the community. If by luck the climber survives, it may take months or even years for him or her to recover. Are such costs worth a few hours of excitement?

Close Reading

Consider the title and the words the author uses in the editorial's first paragraph. Circle words and phrases that help you understand the author's point of view.

Hint

How would you describe the author's feelings about ice climbing? Is he simply providing information, or does he have another purpose?

Circle the correct answer.

What is Chris Lau's point of view about ice climbing?

- A He admires the bravery of people who participate in the sport.
- B He strongly encourages people to get the proper equipment and training before trying ice climbing.
- C He questions the wisdom of people who think the thrill of ice climbing is worth the dangers.
- D He downplays the high costs and serious risks of the sport.

Show Your Thinking

Look at the answer you chose above. Explain which words and phrases in the editorial helped you identify the author's point of view.

Responses will vary.

With a partner, discuss the differences between the two authors' purposes and points of view.

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Tier Two Vocabulary: *Protective*

- Point out the word *protective* in paragraph 1. Work with students to identify the root word and suffix in *protective* and use them to determine the meaning of *protective*. Ask students to reread the sentence to make sure their definition makes sense. (RI.6.4; L.6.4b)
- Write the word *protection* on the board. Discuss with students some contexts in which this related word might appear.

Part 4: Guided Practice

AT A GLANCE

Students read an essay twice about extreme sports. After the first reading, you will ask three questions to check your students' comprehension of the essay.

STEP BY STEP

- Have students read the essay silently without referring to the Study Buddy or Close Reading text.
- Ask the following questions to ensure students' comprehension of the text:

What are most experienced participants willing to admit about training and equipment? (*They are necessary but don't guarantee safety.*)

What are two high-risk activities? (*whitewater rafting and bungee jumping*)

What attracts people to extreme sports? (*the need for that adrenaline rush and the satisfaction of meeting a personal challenge*)

- Ask students to reread paragraph 1 and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

Tip: The Study Buddy suggests that students pause at the end of each paragraph and restate it in their own words. Summarizing each paragraph will help them check their understanding. Tell students to look for the author's main idea in each paragraph.

- Have students read the rest of the essay. Tell them to follow the directions in the Close Reading.

Tip: For Close Reading, guide students to look for strong, emotional words that express the author's feelings. Point out that the final sentence of a paragraph often sums up the author's overall opinion or idea.

- Finally, have students answer the questions on page 115. Use the Answer Analysis to discuss correct and incorrect responses.

Part 4: Guided Practice

Read another essay about extreme sports. Use the Study Buddy and the Close Reading to help guide your reading.

Genre: Essay



To help me understand the author's point of view, I am going to pause at the end of each paragraph and restate it in my own words.

Close Reading

How does the author feel about whitewater rafting? **Underline** a sentence that gives his opinion of this sport.

Reread the last paragraph to figure out why the author believes people like extreme sports. **Circle** phrases that explain the author's own point of view.

Just for the Thrill of It by Ken Moreno

- 1 Your heart races. Your blood is pumping. Every nerve feels alive. For thrill-seekers, the charge of extreme sports keeps them coming back for more. And, of course, along with the excitement, there's the breathtaking rush of danger and risk. It's an almost irresistible combination!
- 2 Extreme sports enthusiasts are always aware of the dangers. Most would agree that proper training and the right equipment are absolutely necessary to help minimize the risk. Yet even the most experienced participants will admit that training and equipment provide no guarantees when it comes to safety, so it's important to know what you're getting into.
- 3 Take whitewater rafting, for example. The raft is an inflatable boat designed to float down a rapidly flowing river. Split decisions must be made as rushing water shoots the raft past boulders, toward hidden snags, and over waterfalls. Controlling a raft's course can be exhausting. Still, rafting provides thrills at every turn and a wild ride!
- 4 Bungee jumping is another high-risk activity. Attached to a long, stretchy elastic cord, bungee daredevils jump from a high location, such as a bridge. They experience the thrill of freefall until the cord suddenly jerks them skyward again.
- 5 So what is it that attracts people to extreme sports? Most people have few chances in their daily lives to feel the rush that comes from pushing themselves to their limits and winning against great odds. Extreme sports can fulfill the need for that adrenaline rush and the satisfaction that comes from meeting a personal challenge.

ELL Support: Compound Words

- Explain to students that a compound word is made up of two smaller words. They can look at the two smaller words to figure out the meaning of the compound word.
- Point out the word *whitewater* in paragraph 3. Guide students to identify the two smaller words in this compound word. (*white and water*) Talk about the meanings of *white* and *water*, using visuals to clarify as needed. Now ask students what they think *whitewater* means. ("*water that is moving so fast it looks white*")
- Then have students find other compound words in the essay: *daredevil* and *freefall*. Have partners work together to write definitions of each word. (RI.6.4; L.6.4b)

Part 4: Guided Practice

STEP BY STEP

- Have students read questions 1–3, using the Hints to help them answer those questions.

Tip: If students have trouble answering question 1, point out that the question is asking them which choice best states the author's point of view. Ask, "Does the author have a positive or negative feeling about extreme sports? Which tells how he feels?"

- Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

- 1 The correct choice is A. The author says extreme sports fulfill the need for that adrenaline rush. Choice B is incorrect. The author says proper training does not guarantee safety. Choice C is incorrect. The author does not compare whitewater rafting to bungee jumping. Choice D is incorrect. The author emphasizes the thrill and excitement of extreme sports, not the exhaustion and hard work.
- 2 The correct choice is C. The author thinks rafting is a thrilling, wild ride. Choice A is incorrect. It describes the raft, not the author's opinion of the sport. Choice B is incorrect. It gives information about the sport. Choice D is incorrect. The author says controlling the raft can be exhausting, but he says rafting still provides thrills at every turn.
- 3 Sample response: The author believes that people pursue the thrill and excitement of extreme sports because they "have few chances in their daily lives to feel the rush that comes from pushing themselves to their limits and winning against great odds." The author's point of view is that extreme sports provide people with a way to escape the boredom of everyday life.

RETEACHING

Use a chart to answer to question 3. Draw the chart below, and work with students to fill in the boxes. Sample responses are provided.

Topic	Evidence	Point of View
extreme sports	breathtaking rush of excitement and danger; fulfill need for adrenaline rush	Extreme sports provide people with a way to escape boredom.

Part 4: Guided Practice

Hints

Reread the title of the essay. Then reread the essay's last paragraph. Which answer choice connects most closely with these sections?

Which sentence describes the author's feelings about whitewater rafting?

What details and phrases does the author use to describe extreme sports and the feelings they create?

Use the Hints on this page to help you answer the questions.

- 1 With which statement would the author most likely agree?
 - A Interest in extreme sports comes from people's need for excitement and adventure.
 - B Extreme sports are dangerous only for people who are not physically fit.
 - C Whitewater rafting is more exciting and more unpredictable than bungee jumping.
 - D People who are thrill-seekers must be willing to prepare themselves for exhaustion and hard work.
- 2 Which sentence from the essay best shows the author's point of view about whitewater rafting?
 - A "The raft is an inflatable boat designed to float down a rapidly flowing river."
 - B "Split decisions must be made as rushing water shoots the raft past boulders, towards hidden snags, and over waterfalls."
 - C "Still, rafting provides thrills at every turn and a wild ride!"
 - D "Controlling a raft's course can be exhausting."
- 3 Describe the author's point of view toward extreme sports. Include at least two details from the essay to support your description. See sample response.

Integrating Standards

Use these questions to further students' understanding of "Just for the Thrill of It."

- 1 Explain how paragraphs 3 and 4 contribute to the development of the author's idea. (RI.6.5)
The paragraphs give examples of extreme sports and help readers visualize the excitement, thrill, and danger that comes with these kinds of sports.
- 2 What inference can you make about most people's everyday lives, based on paragraph 5? Give text evidence to support your inference. (RI.6.1)
Most people's everyday lives are boring. The author says that most have few chances in their everyday life to feel the rush that comes from pushing themselves to the limit.

Part 5: Independent Practice

Part 5: Independent Practice

Lesson 12

Read the article. Then answer the questions that follow.

Flying Above the Water

by Tyrone Schenkel

1 Most people try to avoid risk as much as possible. For extreme-sport athletes, risk is their business. They put their careers, their bodies, and often their lives on the line to participate in their sport. The payoff is the indescribable rush that comes from doing what they do, as well as the knowledge that people watching are saying, "Can you believe that?"

2 One of the newest extreme sports is called kitesurfing. Mat Colefax is the sport's pioneer. In the early 1990s, he began experimenting with the sport in Australia. Colefax explained how he got the idea: "I caught a glimpse on TV of large kites being used with beach karts and I immediately [pictured] using such kites with my surf and snowboards. The idea of kiteboarding flashed into my mind and my imagination ran wild." In the early days of the sport, Mat sold a kite to Rebecca Nicholson, a young woman he met on the beach. She taught herself to fly it, and in 2003 became the first female world champion kitesurfer. She had become Rebecca Colefax by then. Today she and Mat spend their time promoting the thrilling sport.

3 Kitesurfers ride the waves on a board like surfers do, but they're towed along by large kites flying in the wind. The sport is related to several other water sports. It's like surfing and wakeboarding because of the board the riders use. It's like waterskiing and windsurfing, too, but the wind in the kite, not a boat or a sail, provides the power. It's also similar to parasailing in that when a parasail rider builds up enough speed, he or she is pulled into the air. Kitesurfers can get airborne, too. In fact, that's one of the goals of the sport—to fly off the surface of the water and do tricks. One minute you're on the water, and the next your heart skips a beat as you're soaring through the air, performing aerial tricks with your feet still attached to the board. When you land back on the water, the kite continues to pull you along at breakneck speed.



4 Because so much equipment is needed to go kitesurfing, the sport can be expensive. To begin with, you'll need to purchase a kitesurfing kite. The kite you fly in the park on a windy afternoon won't provide enough wind power for the sport. Larger and stronger than backyard kites, kitesurfing kites can carry more weight. Some are inflatable, and all are made of tough fabric. You'll also need a harness to attach the kite to your body. And don't forget the kite lines and the control bar, which you'll need to control the kite. Another vital piece of equipment is the kitesurfing board, of course. Some kitesurfers use wakeboards, but as a beginner, you might prefer a board made especially for kitesurfing. If you're kitesurfing in warm weather, you won't require much special clothing. In colder temperatures, however, consider wearing a wetsuit to keep warm. In some parts of the world, kitesurfers are required to wear helmets just like bicyclists are. Whether required or not, a helmet is always a good idea for your safety, as is a life vest.

5 This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face. But kitesurfing isn't an activity you can take up on a whim. It's a tough sport that can be dangerous for a beginner. After all, you could find yourself flying 40 feet in the air at a fairly frightening rate

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Part 5: Independent Practice

Lesson 12

of speed. Most kitesurfers recommend that beginners get professional instruction so they'll be certain to obtain the right equipment and know how to use it.

6 If you're ready to try this exciting sport, you'll want to know that Australia is the world's top kitesurfing hot spot. Since it's also popular in Brazil, some surfers hope that kitesurfing events might be added to the 2016 Summer Olympics, which will be held in that country. In the United States, the Hawaiian island of Maui and the North Carolina coast off Cape Hatteras both offer good kitesurfing conditions.

7 It can certainly be worth your while to explore the sport of kitesurfing. If you're looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.

Answer the following questions.

1 This question has two parts. Answer Part A, and then answer Part B.

Part A

With which statement would the author most likely agree?

- A Only professionals should attempt to perform kitesurfing tricks.
- B Kitesurfing is too dangerous for most people to attempt.
- C Performing aerial tricks while kitesurfing is as easy as doing tricks on waterskis.
- D Kitesurfing is a challenging but highly exciting water sport.

Part B

Which two sentences from the article best support the answer in Part A?

- A "The idea of kiteboarding flashed into my mind and my imagination ran wild."
- B "Kitesurfers ride the waves on a board like surfers do, but they're towed along by large kites flying in the wind."
- C "This adventurous sport is sure to provide an adrenaline rush as you enjoy the freedom of the wind blowing in your face."
- D "Most kitesurfers recommend that beginners get professional instruction so they'll be certain to obtain the right equipment and know how to use it."
- E "In the United States, the Hawaiian island of Maui and the North Carolina coast off Cape Hatteras both offer good kitesurfing conditions."
- F "It can certainly be worth your while to explore the sport of kitesurfing."

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AT A GLANCE

Students independently read a longer article and answer questions in a format that provides test practice.

STEP BY STEP

- Tell students to use what they have learned about reading closely and analyzing an author's point of view to read the article on pages 116 and 117.
- Remind students to underline or circle examples of words, opinions, and details that express the author's point of view.
- Tell students to answer the questions on pages 117 and 118.
- When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them.

ANSWER ANALYSIS

- 1a** Choice D is correct. The author describes kitesurfing as both exciting and challenging. Choices A and B are incorrect. According to the passage, kitesurfing is not only for professionals nor is it too dangerous for most people. Choice C is incorrect. The passage does not support this statement. **(DOK 3)**
- 1b** Choices C and D are correct. They support the idea that kitesurfing is both exciting and challenging. Choice A, B, E, and F are incorrect. They explain details related to kitesurfing but do not support the idea that it is exciting and challenging. **(DOK 3)**

Theme Connection

- How do all the passages in this lesson relate to the theme of extreme sports?
- How are all the sports alike?

Part 5: Independent Practice

- 2 Choice A is correct. The author gives details and examples that describe the appeals and challenges of kitesurfing. Choice B is incorrect. The author explains the expenses of kitesurfing, but it is not his main purpose. Choice C is incorrect. The comparisons help readers picture the sport, but they are not the main purpose. Choice D is incorrect. The author does not encourage readers to take action to make kiteboarding an Olympic sport. **(DOK 3)**
- 3 Choice D is correct. The author tells readers who are looking for “the incredible rush of a new and exciting challenge” to “find a way to experience this extreme sport.” That’s another way of saying that the thrills to be had in the sport are worth the difficulties of learning it. Choice A is incorrect because it only supports the idea that the sport is expensive. Choice B supports the notion that the sport is dangerous, but not that the excitement is worth the risk. Choice C supports the idea that the sport is exciting, not that it’s worth pursuing. **(DOK 2)**
- 4 Sample response: The author shows readers what they are getting into by explaining the expenses and challenges of the sport. He says, “Because so much equipment is needed to go kitesurfing, the sport can be expensive.” He also says, “It’s a tough sport that can be dangerous for a beginner. After all, you could find yourself flying 40 feet in the air at a fairly frightening rate of speed.” These details help readers more fully understand the expenses and risks of the sport before attempting it. **(DOK 3)**

Part 5: Independent Practice

- 2 Which sentence most accurately describes the author’s purpose for writing this article?
- A He wants to inform readers about the appeal and challenges of kitesurfing.
- B He wants to help readers to understand why kitesurfing can be very expensive.
- C He wants to compare kitesurfing to other types of extreme water sports.
- D He wants to encourage readers to help make kitesurfing an Olympic event.
- 3 In spite of his warnings, the author believes the thrill of kitesurfing is well worth the effort. Which sentence from the article best supports this statement?
- A “Because so much equipment is needed to go kitesurfing, the sport can be expensive.”
- B “Whether required or not, a helmet is always a good idea for your safety, as is a life vest.”
- C “If you’re ready to try this exciting sport, you’ll want to know that Australia is the world’s top kitesurfing hot spot.”
- D “If you’re looking for the incredible rush of a new and exciting challenge, find a way to experience this extreme sport.”
- 4 Although the author is enthusiastic about kitesurfing, he also wants readers to know what they’re getting into. What are some of the details that help him achieve this goal?
See sample response.

Self Check Go back and see what you can check off on the Self Check on page 94.

Integrating Standards

Use these questions and tasks as opportunities to interact with “Flying Above the Water.”

- 1 How does paragraph 3 help the author develop his ideas about kitesurfing? **(RI.6.5)**
The paragraph helps readers picture an unfamiliar sport by comparing it to other water sports. It describes what the kitesurfing is like. Descriptions such as “heart skips a beat,” “soaring through the air,” and “breakneck speed” support the author’s idea that kitesurfing is a thrilling, risky sport.
- 2 In paragraph 3, what does the expression “your heart skips a beat” mean? **(RI.6.4; L.6.5a)**
It means you feel nervous and excited. It describes the slightly breathless feeling you have when you are doing something dangerous or thrilling.

- 3 Summarize: Write a summary of this passage. **(RI.6.2; W.6.4)**
Summaries will vary. Sample response: Kitesurfing is an extreme sport that combines elements of many water sports, such as surfing and parasailing. It can be expensive, tough, and dangerous, but it is also exciting and challenging.
- 4 Discuss in small groups: Why do you think the author chose to include information about the expense and danger of kitesurfing if he wants people to try it? Does this information affect your desire to try kitesurfing? If so, how? **(SL.6.1)**
Discussions will vary. Encourage students to consider why they might need to know about the costs and risks of windsurfing before trying it. Why is this information important, even if it discourages some people from participating? Tell students to return to the text to support their own opinions about kitesurfing with evidence.

Additional Activities

Writing Activities

Compare and Contrast (W.6.2)

- Challenge students to compare and contrast two of the extreme sports they read about. How are they alike? How are they different?
- Have students write to compare and contrast two extreme sports, using transition words and phrases to show how ideas are related. Allow time for students to share their writing with the class.

Connotation (L.6.5c)

- Direct students to this sentence on page 114: "Controlling a raft's course can be exhausting." Tell students that words can have similar meanings but different connotations. Explain that connotation is the feeling a word gives. For example, *exhausting* is a stronger word than *tiring*. It suggests that something is very tiring.
- Tell students that the sports in this lesson are described as both *risky* and *dangerous*. Ask: Which word has a more negative connotation? Why? (*Dangerous* has a more negative connotation. *Risky* sounds like you are taking a chance; *dangerous* sounds like you might get seriously injured.)
- Have students write a short paragraph about an extreme sport, using at least one pair of words that have similar meanings but different connotations.

LISTENING ACTIVITY (SL.6.1)**Listen Closely/Ask and Answer Questions**

- After reading "Just for the Thrill of It," have students work in pairs.
- Have one student ask two questions about kitesurfing that can be answered from the text, and have the other student answer them.
- Have partners switch roles and repeat the activity.

DISCUSSION ACTIVITY (SL.6.1)**Talk in a Group/Talk About Extreme Sports**

- Ask students to recall what they learned about participating in extreme sports. (*Extreme sports are dangerous, expensive, exciting, and challenging.*) Point out that extreme sports have pros and cons, or positives and negatives.
- Have small groups of students make a two-column chart that lists pros and cons associated with participating in extreme sports. Tell them to use their charts to help them decide if they think participating in extreme sports is a good or bad decision and why.
- Allow 10 to 15 minutes for discussion. Then have each group share its results with the class.

MEDIA ACTIVITY (SL.6.5)**Be Creative/Make a Video Presentation**

- Have students work in groups to choose an extreme sport, such as kitesurfing. Ask them to conduct an Internet search to find video footage of an athlete participating in that sport.
- Tell students to use what they learned about the sport to record audio narration describing what viewers are seeing the athlete do. They should describe the overall sport, as well as the risks and necessary equipment. Have them present their audio and video to the class.

RESEARCH ACTIVITY (W.6.7; SL.6.4)**Research and Present/Give a Presentation**

- Have students choose an extreme sport from one of the passages and use the description in the passage to write a brief report.
- Ask students to research the sport further to find information about noted athletes in the sport, competitions, and risks and dangers.
- Encourage students to include their point of view about the sport in their report.
- Have students present their reports to the class.

Determining Central Idea and Details

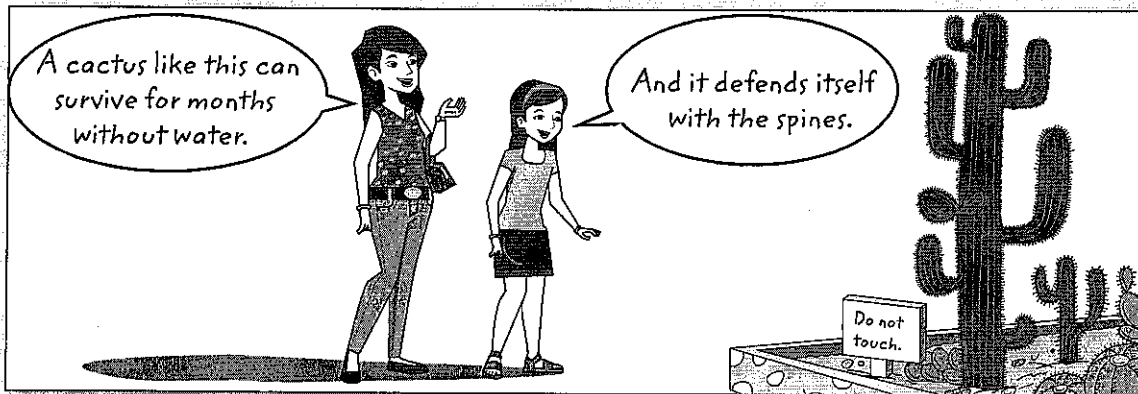
LSSELA

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details.

Theme: *Extraordinary Plants*

Think about your favorite story. If you had to tell a friend what it's mostly about, what would you say? A text's **central idea** is the most important point the writer is trying to make. Sometimes the central idea is directly stated, but more often it's not. **Supporting details** are facts, examples, reasons, or descriptions that expand on the central idea.

Look at the picture. What is the central idea? What supporting details do you see?



Complete the chart. First, find and record a third supporting detail. Then figure out what important point the illustrator is trying to make.

Central Idea		
Supporting Detail	Supporting Detail	Supporting Detail
A cactus can survive for months without water.	The sign states the cactus should not be touched.	

Readers determine a text's central idea and supporting details so they can better understand the text's meaning. A central idea often needs to be figured out by analyzing the supporting details. Think of yourself as a detective describing a complex situation and finding clues to support your observations.

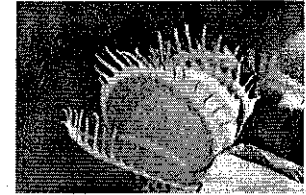


Read the first paragraph of a scientific account about the Venus flytrap.

Genre: Scientific Account

The Unusual Venus Flytrap *by Amy Baker*

The Venus flytrap is a unique plant with many admirers. This carnivorous plant grows in the bogs of North America. With red-lined lobes that resemble a mouth, the Venus flytrap looks more like a creature than a plant. It uses these lobes to capture and eat insects. It can even digest small frogs! The lobes have small trigger hairs that cause the plant to clamp down in an instant when unsuspecting prey comes too close. Finger-like extensions called *cilia* intertwine to keep the lobes shut tight. It is this trapping action that people find so fascinating.



(continued)

Explore how to answer these questions: "What is the central idea of the paragraph? What details support this idea?"

The central idea is the most important point the author makes. The central idea is not always directly stated. You often need to figure it out based on the details and state it in your own words.

Reread the title and the first and last sentences of the paragraph to look for clues about the central idea. Write the central idea in the middle of the web. Then skim the paragraph to find details that support this idea. Two supporting details are shown below.

Central Idea		
Supporting Detail	Supporting Detail	Supporting Detail
The Venus flytrap looks like a creature with a mouth.	The Venus flytrap can eat frogs.	



Close Reading

Find and **underline** the sentence in this paragraph that most closely restates the central idea you found on page 4.

Hint

Which choice best represents what the author wants readers to take away from this text?

Continue reading about the Venus flytrap. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes. The flytrap does not have the muscles, tendons, or nervous system necessary for movement. Scientists guess that the trap might close using some electrical impulses and pressure changes. The longer they study the Venus flytrap, the more likely scientists are to discover how it functions. It should be no mystery, however, why this unusual plant has captured the imaginations of so many people.

Circle the correct answer.

Which sentence from the paragraph best shows the text's central idea?

- A** "One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes."
- B** "The flytrap does not have the muscles, tendons, or nervous system necessary for movement."
- C** "Scientists guess that the trap might close using some electrical impulses and pressure changes."
- D** "It should be no mystery, however, why this unusual plant has captured the imaginations of so many people."



Show Your Thinking

Explain how the answer you chose conveys the text's central idea.



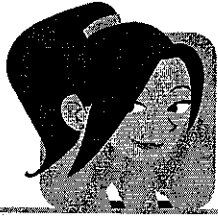
Pick one of the answers you did not choose. Tell your partner why that sentence is not the best illustration of the text's central idea.



Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.

Genre: Scientific Account

The Corpse Flower *by Stacia Alonzo*



The author opens the account by asking why so many people would want to see the corpse flower. I will underline a detail that supports the idea that many people want to see the flower.

Close Reading

Why do people rush to see the corpse flower? **Underline** details that show why people find it so interesting.

Reread the first and last sentences. What similar idea does the author use to open and close the account?

- 1 Why would thousands of men, women, and children wait in line to see a flower that smells like rotting flesh? In May 2003, more than 16,000 visitors did just this when *Titan arum* bloomed in Bonn, Germany. *Titan arum*'s nickname of "corpse flower" emphasizes its unusual smell—like a decomposing body—when in bloom.
- 2 Scent isn't these flowers' only unique trait. They also grow at an impressive rate. The Bonn corpse flower reached a height of nine feet in full bloom. They bloom for only one to two days at a time, and their leaves open to reveal the dark red color of raw flesh. When a corpse flower blooms, people flock to witness the unforgettable sight of a man-size flower ripe with the color and scent of death.
- 3 This rare flower was first discovered in Sumatran rainforests in 1878. Although corpse flowers still grow there, they are endangered. To learn about the flowers, biologists raise them in botanical gardens. Some flowers never bloom, and others only bloom once. When a flower opens, biologists have only one or two days to observe the process.
- 4 Biologists have learned that these plants can grow up to six inches a day and reach nine feet tall. The rotting flesh scent lures in insects for pollination. Biologists analyzed the scent to determine how close it is to that of real rotting meat. Here's one fact they learned: the human nose can't detect a difference in the scents. Given *Titan arum*'s strange traits, who wouldn't jump at the chance to see the world's worst-smelling flower?



Read the scientific article. Then answer the questions that follow.

from “Against All Odds: Earth’s Fragile Pioneers”

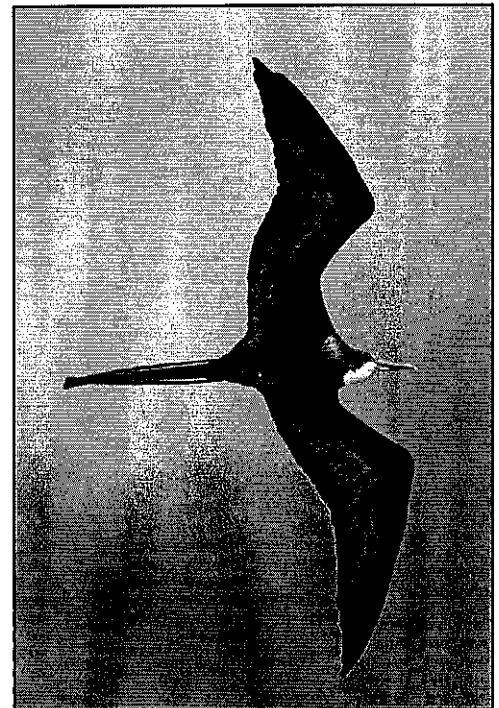
by Stephen James O’Meara, *Odyssey Magazine*

1 One species every 70,000 years! That’s the rate at which plants and animals once colonized the Hawaiian Islands. Countless millions of them had the chance, but only the most rugged pioneers—a salt-resistant seed, an insect clinging to a raft of wood, a strong-winged bird—survived the long voyage across the Pacific from their native continents. Of the hundreds of species that did make it to Hawaii, only a few survived the seclusion and harshness of the burning volcanic islands. It took time, but these barren new “worlds,” risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life.

2 Of course, the story of the invasion of life is similar all across the globe. But what makes the Hawaii story special is the incredible distance life had to travel to get there. Remote and alone in the heart of the North Pacific, Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water.

3 *Wind.* Many of Hawaii’s plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force. Each January, the eastward-flowing jet stream makes a southerly meander over Asia. As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii. Are you getting the picture? Quite a transport mechanism here! Now, picture this: A gale-force wind in Asia strips a plant of its seeds and lifts a few spiders and insects off the ground, making them airborne . . . where they are then transported eastward at hurricane force until the winds slow and the seeds, spiders, and insects sprinkle down on the islands. The entire journey can take just four hours!

4 *Wings.* Insects, seeds, and spiders (as well as other life forms) can take alternate means of transport to Hawaii—such as hitching a ride on a migrating or storm-driven bird. With a wingspan of over two meters, the great frigate bird is a soaring wonder. Its powerful wings can carry it effortlessly across the tropical Pacific. Now imagine one of these gets caught in a hurricane. It soars with the wind until it sights land—in this case, Hawaii. After a long journey, it rests. A seed from a favorite berry it has eaten drops into a crevice and, in time, takes root. Years later, another great flier arrives. Preening itself, the bird frees a seed or a sticky land snail from its feathers. One by one, over the millennia, these birds have transported troops of accidental “tourists” to Hawaii.



the great frigate bird in flight



5 *Water.* Partnered with the wind, surface currents waltz around the world's oceans, carrying with them all sorts of debris. Few seafaring seeds have what it takes to survive the long, meandering journey to Hawaii. . . . One plant whose seeds meet these requirements is the Hala—one of the world's oldest known flowering plants, dating back 250 million years. How do its seeds survive the salty ocean? They are snuggled in a blanket of spongy material, which can float in the sea for months or even years. A species of Hawaiian crickets rafted in on pieces of floating wood. They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave. They soon adapted, however, giving rise to an endemic species—one found nowhere else on Earth.

Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.



This question has two parts. Answer Part A, and then answer Part B.

Part A

Which of the following is the **best** statement of the central idea of “Against All Odds: Earth’s Fragile Pioneers”?

- A The story of the invasion of life is nearly the same everywhere in the world.
- B Hawaii’s story is unique because of the great distance life traveled to get there.
- C The jet stream causes the wind to move away from Asia and blow right over Hawaii.
- D Certain species, such as Hawaiian crickets, struggle and adapt to survive.

Part B

Which sentence **best** supports the answer in Part A?

- A “One species every 70,000 years! That’s the rate at which plants and animals once colonized the Hawaiian Islands.”
- B “It took time, but these barren new ‘worlds,’ risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life.”
- C “. . . Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water.”
- D “They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave.”
- E “One plant whose seeds meet these requirements is the Hala—one of the world’s oldest known flowering plants, dating back 250 million years.”



- 2** The central idea of paragraph 3 is that wind helped bring plant and animal life to Hawaii. Which sentence from the paragraph **best** conveys that central idea?
- A** "Many of Hawaii's plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force."
 - B** "Each January, the eastward-flowing jet stream makes a southerly meander over Asia."
 - C** "As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii."
 - D** "The entire journey can take just four hours!"

- 3** Which detail **best** conveys the central idea of paragraph 4?
- A** Insects and seeds travel on birds that migrate or flee from storms.
 - B** The great frigate bird has an impressive, two-meter wingspan.
 - C** Berry seeds often drop into cracks and crevices and start to root.
 - D** Birds can loosen seeds and snails when they preen their feathers.

4 Paragraph 5 states that Hala seeds "can float in the sea for months or even years." Explain how this detail supports the central idea of the article. Cite at least **one** detail from the text to support your response.

Self Check *Go back and see what you can check off on the Self Check on page 2.*

Lesson 1 (Student Book pages 3–10)

Determining Central Idea and Details

Theme: *Extraordinary Plants*

LESSON OBJECTIVES

- Determine the central idea of a text.
- Identify how a central idea is conveyed through particular details.

THE LEARNING PROGRESSION

- **Grade 5:** MS CCRS RI.5.2 requires students to identify two or more central ideas in a text.
- **Grade 6:** MS CCRS RI.6.2 builds on the Grade 5 standard by requiring students to put together the most important details in a text in order to find the central idea.
- **Grade 7:** MS CCRS RI.7.2 requires students to analyze how the central ideas develop over the course of the text.

PREREQUISITE SKILLS

- Identify two or more central ideas of a text.
- Explain how the central ideas of a text are supported by key details.

TAP STUDENTS' PRIOR KNOWLEDGE

- Tell students that they will learn about identifying a text's central idea and its important details. Review that a central idea is what a text or section of text is mostly about. Ask students what details are. (*facts, examples, and other information that tell about a topic*)
- Point out that sometimes central ideas aren't stated. Readers must put details together to understand the central idea. Write the following sentences on the board: *On our trip to the aquarium, we found out that dolphins can talk to each other. We also discovered that manatees are related to elephants.* Ask students what the two details have in common. (*They are both about what students learned at the aquarium.*)
- Explain that similar to individual paragraphs, entire passages also have a central idea. Emphasize that although each paragraph has a central idea, the passage as a whole has one overall central idea that the author wants readers to understand.
- Explain to students that understanding the central idea of a text and being able to find supporting details will help them gain a better understanding of not just what the author is saying but why the author is saying it.

Ready Teacher Toolbox

teacher-toolbox.com

	Prerequisite Skills	RI.6.2
Ready Lessons	✓	✓
Tools for Instruction		✓
Interactive Tutorials		✓

MS CCRS Focus



RI.6.2 Determine a central idea of a text and how it is conveyed through particular details.

ADDITIONAL STANDARDS: RI.6.1, RI.6.3, RI.6.4, RI.6.7, W.6.1, W.6.2, W.6.8; SL.6.1, SL.6.2, SL.6.4, SL.6.6; L.6.3a, L.6.4a, L.6.4b (See page A35 for full text.)



AT A GLANCE

Through an illustration, students begin looking for a central idea and supporting details.

STEP BY STEP

- Read the definitions of *central idea* and *supporting details*. Direct students to the illustration. Have them think about the central idea and the supporting details they see.
- Explain that the graphic organizer shows how supporting details are connected to a central idea.
- Read the supporting details given in the graphic organizer. Have students compare them to the details they saw. Ask them to add a third supporting detail based on what the girl in the illustration says about cactus spines.
- Work with students to complete the central idea bubble of the graphic organizer. If necessary, ask: What do all the supporting details have in common? What is the most important point the illustrator is trying to make?
- Guide students to understand that the central idea is that a cactus is a plant with adaptations that help it survive in the desert and defend itself against animals.
- Ask students to share real-life situations when they have needed to determine the central idea of an article or other type of writing.
- Share a brief example of how you have used details when reading in order to determine the central idea. Explain how using this skill helped you to better understand the purpose of what you were reading.

Lesson 1 Part 1: Introduction Determining Central Idea and Details

NO COPIES. This is a sample illustration. All rights reserved. The Unusual Venus Flytrap

Think about your favorite story. If you had to tell a friend what it's mostly about, what would you say? A text's **central idea** is the most important point the writer is trying to make. Sometimes the central idea is directly stated, but more often it's not. **Supporting details** are facts, examples, reasons, or descriptions that expand on the central idea.

Look at the picture. What is the central idea? What supporting details do you see?



Complete the chart. First, find and record a third supporting detail. Then figure out what important point the illustrator is trying to make.

Central Idea		
The cactus is a plant with adaptations that help it survive in the desert and defend itself against animals.		
Supporting Detail	Supporting Detail	Supporting Detail
A cactus can survive for months without water.	The sign states the cactus should not be touched.	The spines of the cactus protect it.

Readers determine a text's central idea and supporting details so they can better understand the text's meaning. A central idea often needs to be figured out by analyzing the supporting details. Think of yourself as a detective describing a complex situation and finding clues to support your observations.

Genre Focus

Informational Texts: Scientific Accounts

Tell students that in this lesson they will read informational texts. One type of informational text is a scientific account, or a piece of writing that provides information about scientific research or another science-related topic.

- Its purpose is to explain scientific findings or any event or discovery with ties to science.
- It can be written by professional scientists to relate findings to the scientific community or to contribute to knowledge in a particular field of study. It may also be written by someone with scientific expertise for the general public.

- It often opens with an explanation about the thesis or theory behind the scientific topic and then gives examples or further details to elaborate on it.
- Some may include charts, graphics, or photos. Others may have sidebars with additional facts or subheadings to show how the ideas are organized.

Explain that the three passages in this lesson are all about plants. "The Unusual Venus Flytrap" tells about this unique plant. "The Corpse Flower" tells about the worst-smelling flower in the world. Lastly, "Against All Odds: Earth's Fragile Pioneers" is a lengthy article about how plants colonized Hawaii.

**AT A GLANCE**

Students determine the central idea of a scientific account and identify the supporting details.

STEP BY STEP

- Invite volunteers to tell what they learned on the previous page about determining the central idea of a passage and identifying supporting details.
- Read aloud the passage about Venus flytraps.
- Then read the questions: “What is the central idea of the paragraph? What details support this idea?”
- Now tell students you will perform a Think Aloud to demonstrate a way of answering the questions.

Think Aloud: I know a central idea is the most important point an author wants to make. Sometimes it is not directly stated. I can use the title and the first and last sentence of the paragraph to help me. I see the words *unusual*, *unique*, and *fascinating*. I’ll use these clues to determine the central idea.

- Direct students to the graphic organizer and ask where they’ve seen a similar one before. Review that it shows a passage’s central idea and the details that support it. Have students write the central idea in the graphic organizer.

Think Aloud: Now that I have identified that the central idea is that Venus flytraps are unusual plants that many people think are incredible, I’ll skim the account for supporting details that give examples or tell more about this central idea. When I skim a text, I reread it quickly, looking for key words that relate to the information I’m looking for.

- Point out the two supporting details listed in the graphic organizer. Discuss how they support the central idea.
- Then have students locate an additional detail in the account about Venus flytraps that supports the central idea they wrote down in the graphic organizer.
- Review that students can check the central idea they wrote by thinking about what all the supporting details have in common.
- Invite volunteers to share their answers with the class.



Read the first paragraph of a scientific account about the Venus flytrap.

Genre: Scientific Account

The Unusual Venus Flytrap by Amy Baker

The Venus flytrap is a unique plant with many admirers. This carnivorous plant grows in the bogs of North America. With red-lined lobes that resemble a mouth, the Venus flytrap looks more like a creature than a plant. It uses these lobes to capture and eat insects. It can even digest small frogs! The lobes have small trigger hairs that cause the plant to clamp down in an instant when unsuspecting prey comes too close. Finger-like extensions called *cilia* intertwine to keep the lobes shut tight. It is this trapping action that people find so fascinating.

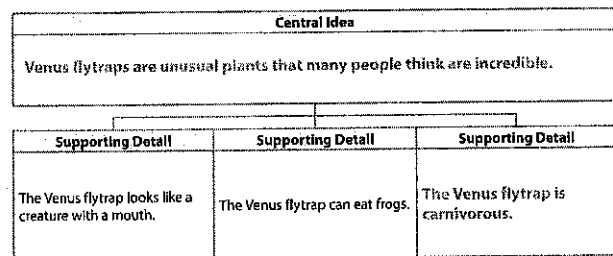


(continued)

Explore how to answer these questions: “What is the central idea of the paragraph? What details support this idea?”

The central idea is the most important point the author makes. The central idea is not always directly stated. You often need to figure it out based on the details and state it in your own words.

Reread the title and the first and last sentences of the paragraph to look for clues about the central idea. Write the central idea in the middle of the web. Then skim the paragraph to find details that support this idea. Two supporting details are shown below.



4

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Tier Two Vocabulary: *Unsuspecting*

- Point out the word *unsuspecting*. Have students tell what is described as unsuspecting. (*prey*) What does the unsuspecting prey do? (*comes too close to the Venus flytrap*). Ask students to use these context clues to help them determine the meaning of *unsuspecting* (“without being aware that something is going to happen”). (RI.6.4; L.6.4a)
- As needed, ask students to identify the base word (*suspect*) and tell its meaning (“to think something might happen”). Point out the inflected ending *-ing* and the prefix *un-*. Have students describe how these word parts affect the meaning of the base word (*-ing* changes *suspect* to an adjective; *un-* means “not,” so it changes the meaning of the word to “not suspecting”). (L.6.4b)



AT A GLANCE

Students continue reading about the Venus flytrap. They answer a multiple-choice question and analyze how to best state the text's central idea.

STEP BY STEP

- Tell students that they will continue reading the passage about the Venus flytrap.
- Close Reading will help students look for a sentence in the text that most closely states the central idea. The Hint will help them recall what a central idea is in order to select the best central idea of the account.
- Have students read the passage and underline the sentence that most closely restates the central idea, as directed by Close Reading.
- Ask volunteers to share the sentence they underlined. Discuss why the sentence is a close restatement of the central idea. If necessary, ask: Which sentence is most similar to the central idea you wrote in the graphic organizer on the previous page?
- To help students identify the sentence that best restates the central idea of the account and talk about why it is the best choice over the other choices, encourage them to write their own definition of *central idea*, including what it is and what it is not.

ANSWER ANALYSIS

Choice A is incorrect. It provides a detail about a mysterious feature of the Venus flytrap.

Choice B is incorrect. It provides a detail that describes the mystery of the plant's movement.

Choice C is incorrect. It hypothesizes about how the plant's "trap" might close.

Choice D is correct. This sentence uses the word *unusual* to describe the plant and mentions people's fascination. Both aspects relate to the central idea of the whole account.

ERROR ALERT: Students who did not choose D may have misunderstood the difference between a central idea and supporting details. Tell students that a text is a "whole" made up of "parts." The central idea is the whole, and the details are the specific parts.

Continue reading about the Venus flytrap. Use the Close Reading and the Hint to help you answer the question.

Close Reading

Find and underline the sentence in this paragraph that most closely restates the central idea you found on page 4.

(continued from page 4)

One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes. The flytrap does not have the muscles, tendons, or nervous system necessary for movement. Scientists guess that the trap might close using some electrical impulses and pressure changes. The longer they study the Venus flytrap, the more likely scientists are to discover how it functions. It should be no mystery, however, why this unusual plant has captured the imaginations of so many people.

Hint

Which choice best represents what the author wants readers to take away from this text?

Circle the correct answer.

Which sentence from the paragraph best shows the text's central idea?

- A "One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes."
- B "The flytrap does not have the muscles, tendons, or nervous system necessary for movement."
- C "Scientists guess that the trap might close using some electrical impulses and pressure changes."
- D "It should be no mystery, however, why this unusual plant has captured the imaginations of so many people."

Show Your Thinking

Explain how the answer you chose conveys the text's central idea.

Responses will vary.



Pick one of the answers you did not choose. Tell your partner why that sentence is not the best illustration of the text's central idea.

ELL Support: Compound Words

- Explain to students that a compound word is made up of two smaller words. You can look at the two smaller words to figure out the meaning of the compound word.
- Guide them to identify the two smaller words in *flytrap*. Together, talk about the meaning of the word *fly* ("an insect"). Then discuss the meaning of the word *trap* ("a thing that catches something"). Now ask students what they think the word *flytrap* means. ("a thing that catches flies")
- Point out that some compound words mean something different from the two smaller words. *Understand*, for example, does not mean "to stand under something." Talk about the importance of checking the meaning of a compound word by looking at clues in the surrounding text.

AT A GLANCE

Students read a passage about the corpse flower twice. After the first reading, you will ask three questions to check your students' comprehension of the passage.

STEP BY STEP

- Have students read the passage silently without referring to the Study Buddy or Close Reading text.
- Ask the following questions to ensure student comprehension of the text:

Why is the *Titan arum's* nickname "the corpse flower"? (*The Titan arum's* nickname is "the corpse flower" because when it blooms it has a smell like a decomposing body.)

What is unusual about how the corpse flower grows? (*It can grow as tall as nine feet high and as quickly as six inches a day.*)

What is unusual about the bloom of the corpse flower? (*The way it smells and that it blooms for one or two days at a time.*)

- Then ask students to reread paragraph 1 and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

Tip: The Study Buddy reminds students to pay attention to the opening of an account. Point out that many authors state or imply their central idea in the opening paragraph so readers know what to expect. Students may be familiar with doing this in their own writing.

- Have students read the rest of the account. Tell them to follow the directions in the Close Reading.

Tip: Discuss with students that just as most authors state the central idea in the opening, they also restate the central idea at the end to be sure readers know what the author wants them to learn about the topic.

- Finally, have students answer the questions on page 7. When students have finished, use the Answer Analysis to discuss correct and incorrect responses.

Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.

Grade 5 Scientific Account



The author opens the account by asking why so many people would want to see the corpse flower. I will underline a detail that supports the idea that many people want to see the flower.

The Corpse Flower by Stacia Alonzo

- 1 Why would thousands of men, women, and children wait in line to see a flower that smells like rotting flesh? In May 2003, more than 16,000 visitors did just this when *Titan arum* bloomed in Bonn, Germany. *Titan arum's* nickname of "corpse flower" emphasizes its unusual smell—like a decomposing body—when in bloom.
- 2 Scent isn't these flowers' only unique trait. They also grow at an impressive rate. The Bonn corpse flower reached a height of nine feet in full bloom. They bloom for only one to two days at a time, and their leaves open to reveal the dark red color of raw flesh. When a corpse flower blooms, people flock to witness the unforgettable sight of a man-size flower ripe with the color and scent of death.
- 3 This rare flower was first discovered in Sumatran rainforests in 1878. Although corpse flowers still grow there, they are endangered. To learn about the flowers, biologists raise them in botanical gardens. Some flowers never bloom, and others only bloom once. When a flower opens, biologists have only one or two days to observe the process.
- 4 Biologists have learned that these plants can grow up to six inches a day and reach nine feet tall. The rotting flesh scent lures in insects for pollination. Biologists analyzed the scent to determine how close it is to that of real rotting meat. Here's one fact they learned: the human nose can't detect a difference in the scents. Given *Titan arum's* strange traits, who wouldn't jump at the chance to see the world's worst-smelling flower?

Close Reading

Why do people rush to see the corpse flower? Underline details that show why people find it so interesting.

Reread the first and last sentences. What similar idea does the author use to open and close the account?

ELL Support: Possessives

- Point out the singular possessive *world's* in paragraph 4 and the plural possessive *flowers'* in paragraph 2. Explain to students that possessives are words that show who or what owns something.
- Discuss that to make a singular noun a possessive noun, add an apostrophe and s (*world's*). To make a plural noun a possessive, add only an apostrophe (*flowers'*).
- Work with students to make other possessive nouns. Write the words *boy*, *girl*, and *puppies* on the board. Identify each noun as either singular or plural and make each noun possessive, explaining how it is done.

Part 5: Independent Practice

Part 5: Independent Practice

Lesson 1

Read the scientific article. Then answer the questions that follow.

from "Against All Odds: Earth's Fragile Pioneers"

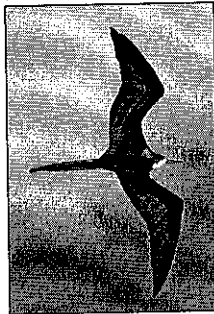
by Stephen James O'Meara, *Odyssey Magazine*

1 One species every 70,000 years! That's the rate at which plants and animals once colonized the Hawaiian Islands. Countless millions of them had the chance, but only the most rugged pioneers—a salt-resistant seed, an insect clinging to a raft of wood, a strong-winged bird—survived the long voyage across the Pacific from their native continents. Of the hundreds of species that did make it to Hawaii, only a few survived the seclusion and harshness of the burning volcanic islands. It took time, but these barren new "worlds," risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life.

2 Of course, the story of the invasion of life is similar all across the globe. But what makes the Hawaii story special is the incredible distance life had to travel to get there. Remote and alone in the heart of the North Pacific, Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water.

3 *Wind.* Many of Hawaii's plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force. Each January, the eastward-flowing jet stream makes a southerly meander over Asia. As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii. Are you getting the picture? Quite a transport mechanism here! Now, picture this: A gale-force wind in Asia strips a plant of its seeds and lifts a few spiders and insects off the ground, making them airborne. . . . where they are then transported eastward at hurricane force until the winds slow and the seeds, spiders, and insects sprinkle down on the islands. The entire journey can take just four hours!

4 *Wings.* Insects, seeds, and spiders (as well as other life forms) can take alternate means of transport to Hawaii—such as hitching a ride on a migrating or storm-driven bird. With a wingspan of over two meters, the great frigate bird is a soaring wonder. Its powerful wings can carry it effortlessly across the tropical Pacific. Now imagine one of these gets caught in a hurricane. It soars with the wind until it sights land—in this case, Hawaii. After a long journey, it rests. A seed from a favorite berry it has eaten drops into a crevice and, in time, takes root. Years later, another great flier arrives. Preening itself, the bird frees a seed or a sticky land snail from its feathers. One by one, over the millennia, these birds have transported troops of accidental "tourists" to Hawaii.



the great frigate bird in flight

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Part 5: Independent Practice

Lesson 1

5 *Water.* Partnered with the wind, surface currents waltz around the world's oceans, carrying with them all sorts of debris. Few seafaring seeds have what it takes to survive the long, meandering journey to Hawaii. . . . One plant whose seeds meet these requirements is the Hala—one of the world's oldest known flowering plants, dating back 250 million years. How do its seeds survive the salty ocean? They are smuggled in a blanket of spongy material, which can float in the sea for months or even years. A species of Hawaiian crickets rafted in on pieces of floating wood. They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave. They soon adapted, however, giving rise to an endemic species—one found nowhere else on Earth.

Answer the following questions.

1 This question has two parts. Answer Part A, and then answer Part B.

Part A

Which of the following is the best statement of the central idea of "Against All Odds: Earth's Fragile Pioneers"?

- A The story of the invasion of life is nearly the same everywhere in the world.
- B** Hawaii's story is unique because of the great distance life traveled to get there.
- C The jet stream causes the wind to move away from Asia and blow right over Hawaii.
- D Certain species, such as Hawaiian crickets, struggle and adapt to survive.

Part B

Which choice best supports the answer in Part A?

- A "One species every 70,000 years! That's the rate at which plants and animals once colonized the Hawaiian Islands."
- B "It took time, but these barren new 'worlds,' risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life."
- C** ". . . Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water."
- D "They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave."
- E "One plant whose seeds meet these requirements is the Hala—one of the world's oldest known flowering plants, dating back 250 million years."

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AT A GLANCE

Students independently read a longer article and answer questions in a format that provides test practice.

STEP BY STEP

- Tell students to use what they have learned about determining central ideas and supporting details to read the passage on pages 8 and 9.
- Remind students to underline or circle important points in the text.
- Tell students to answer the questions on pages 9 and 10.
- When students have finished, use the Answer Analysis to discuss correct responses and the reasons for them.

ANSWER ANALYSIS

- 1a** Choice B is correct. It states the central idea that Hawaii's story of the invasion of life is unique because of the great distance life had to travel in order to get there. Choice A is about how the invasion of life is similar everywhere in the world, while the article is mostly about the invasion of life in Hawaii. Choice C is a supporting detail about the jet stream causing winds to blow right over Hawaii. Choice D is a supporting detail about how Hawaiian crickets have adapted and survived. **(DOK 2)**
- 1b** Choice C is correct. This sentence explains that life traveled the great distances to get to Hawaii in three different ways. Choice A is a statement that sparks readers' interest in the central idea. Choice B supports the central idea that it took a long time for life to take hold in Hawaii. Choice D is a supporting detail about the struggle living things went through to survive on Hawaii. Choice E is a supporting detail about how far plant life traveled to get to Hawaii. **(DOK 2)**

Theme Connection

- In what ways do all three passages relate to the theme of extraordinary plants?
- Based on what you have read, what is one conclusion you can draw about scientists' interactions with unique plant life?

- Choice A is correct. It describes how a jet stream has brought both plant and animal life from Asia to Hawaii. Choices B and C provide supporting details about the jet stream. Choice D gives an interesting fact but does not represent the central idea. **(DOK 2)**
- Choice A is correct. Paragraph 4 focuses on the role that flying has played in living things migrating to Hawaii. Choice A describes how insects and seeds got to the island on the wings of birds. Choice B tells about one type of bird, not how it helped in the invasion of life on Hawaii. Choice C tells how berry seeds start to grow once they get to the island, not how the bird got it there. Choice D tells how seeds fall off the birds, not how the seeds got there. **(DOK 2)**
- Sample response: The detail that Hala seeds "can float in the sea for months or even years" supports the central idea because it tells about one way that seeds are able to travel a great distance in order to get to Hawaii. **(DOK 3)**

Part 5: Independent Practice

- The central idea of paragraph 3 is that wind helped bring plant and animal life to Hawaii. Which sentence from the paragraph best conveys that central idea?
 - A** "Many of Hawaii's plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force."
 - B** "Each January, the eastward-flowing jet stream makes a southerly meander over Asia."
 - C** "As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii."
 - D** "The entire journey can take just four hours!"

- Which detail best conveys the central idea of paragraph 4?
 - A** Insects and seeds travel on birds that migrate or flee from storms.
 - B** The great frigate bird has an impressive, two-meter wingspan.
 - C** Berry seeds often drop into cracks and crevices and start to root.
 - D** Birds can loosen seeds and snails when they preen their feathers.

- Paragraph 5 states that Hala seeds "can float in the sea for months or even years." Explain how this detail supports the central idea of the article. Cite at least one detail from the text to support your response.

See sample response.

Self Check Go back and see what you can check off on the Self Check on page 2.

Integrating Standards

Use these questions and tasks as opportunities to interact with "Against All Odds: Earth's Fragile Pioneers."

- How does the author introduce the idea that the invasion of life on Hawaii is amazing? **(RI.6.3)**
The statement "One species every 70,000 years!" introduces this idea. It is an exclamation about how incredibly long it has taken for life to invade Hawaii.
- What evidence supports the claim that the story of Hawaii's invasion of life is "special"? **(RI.6.1)**
Sample response: The text states, "Hawaii is the most isolated island group on Earth."
- The author uses the word *pioneers* to describe species that survived the trip to Hawaii. Why do you think the author chose this word? **(L.6.4)**
Sample response: Pioneers are usually defined as people who bravely settle isolated land. Early species that arrived on Hawaii

were also isolated from others and had to survive harsh conditions to get there.

- Write an informative paragraph about one of the ways that life got to Hawaii (wind, wings, or water). Include relevant facts and quotations from the article. **(W.6.2)**
Students' paragraphs will vary. Sample response: Much life made its way to Hawaii by traveling with the help of birds. For example, a bird might fly from one place to Hawaii and then "preening itself, the bird frees a seed or a sticky land snail from its feathers."
- Discuss in small groups: What inferences can you draw about the invasion of life from this article? Use text evidence to support your answers. **(RI.6.1; SL.6.1)**
Discussions will vary. Remind students that when they make an inference, they combine what they already know with evidence from the text.

Additional Activities

Writing Activities**Argumentative Essay (W.6.1)**

- Have students review “The Unusual Venus Flytrap,” “The Corpse Flower,” and “Against All Odds: Earth’s Fragile Pioneers.” Ask them to think about which plant they consider to be the most extraordinary. What does it mean to be extraordinary? Which plant was most remarkable and why?
- Challenge students to write an argument to support their opinion. Remind them to include relevant evidence from the passages and to organize the reasons clearly.
- Allow students to share their writing with the class.

Sentence Patterns (L.6.3a)

- Have students reread the paragraph on page 4. Work with students to identify the different sentence patterns the writer uses to vary the sentence structure. Discuss how this varied structure helps keep readers interested in the text.
- Ask students to write their own paragraphs that use varied sentence structures. Have them exchange paragraphs with a partner and talk about what they did to keep the writing interesting.

LISTENING ACTIVITY (SL.6.1; SL.6.2)**Listen Closely/Connecting Topics**

- After reading “Against All Odds: Earth’s Fragile Pioneers,” have students form small groups.
- Have each student write down one or two questions about the topic that can be answered using information from the text.
- Then ask students to take turns answering each others’ questions. Students must listen closely to the question before answering it with evidence from the text.

DISCUSSION ACTIVITY (SL.6.6)**Talk in a Group/Discuss the Effects of Weather**

- Ask students to discuss in small groups how weather has played a role in bringing some species of plants and animals to the Hawaiian Islands.
- Have students create a mock climate report detailing the effect weather has had on pioneering plants and animals in the Hawaiian Islands.
- Have students present their reports to the class, utilizing a “reporter” or “newscaster” style.

MEDIA ACTIVITY (RI.6.1; RI.6.7)**Be Creative/Photo Details**

- Have students look at the picture on page 4 that accompanies “The Unusual Venus Flytrap.”
- Ask students to find quotes in the account that accurately describe the photograph.
- Allow time for students to share with the class why and how they think the quotes relate to the photograph.

RESEARCH ACTIVITY (W.6.8; SL.6.4)**Research and Present/Write a Report**

- Ask students to use the information in “Against All Odds: Earth’s Fragile Pioneers” to write a report on the development of various species on the Hawaiian islands.
- Ask students to use print and digital sources to research additional information to include, such as more specific examples about the scientific history of a plant or animal’s colonization in Hawaii.
- Have students take notes and write their reports. Then allow time for students to read aloud their reports to the class.

PART ONE: Read a Story

Read this retelling of a Hawaiian folktale. Then answer questions about the folktale. Choose the best answer for Numbers 1 through 6.

Long ago, the King of Sharks saw a beautiful woman swimming skillfully along the shore. He fell in love with the woman and followed her to her village. There he changed himself into a handsome chief wearing a feathered cape, and he walked into the village.

The people of the village were honored that a chief from another land had come to visit them. They put together an enormous luau, and the people danced, feasted, and played games until late into the night. All night long, the King of Sharks won every game he played, and as the night drew to a close, he asked the beautiful woman to marry him. The woman was delighted to say yes to such a handsome and clever chief.

The two were married the next day, and the King of Sharks and his wife moved into a house next to a deep lagoon. In his human form, the King of Sharks swam every day in the deep blue waters of the lagoon. Soon the couple had a son, whom they named Nanave. A few years after Nanave was born, the King of Sharks returned to the ocean and was never seen in the village again. But before he left, he gave his young son the feathered cape and told the boy to wear it always to hide the mark of a shark on his back. Always loyal, the son promised to do as his father told him.

As the boy grew to manhood, every morning he would stand beside the deep lagoon, the feathered cape draped across his back. He would casually ask the passing fishermen where they were going to fish that day. The fishermen always told the friendly boy where they planned to go. Then Nanave would dive into the lagoon and disappear for the rest of the day.

Over time, the people of the village became hungrier and hungrier because the fishermen were catching fewer and fewer fish. The chief of the village called the people together and said, "Something bad is happening—it seems someone in our village is telling the sharks where we go to fish."

Nanave became frightened that the villagers would figure out that he was to blame, and he ran away from the crowd. He had gone only a few steps, however, when he slipped on some wet leaves and fell to the ground. His cape slipped off his shoulders, and the villagers could see on his back a shape that looked like a shark's mouth. Then the people knew that Nanave was loyal only to the sharks. They chased Nanave out of the village to the banks of the deep lagoon. Nanave jumped into the lagoon and swam out to sea to join his father, the King of the Sharks.

Ever since that day, Hawaiian fishermen have never told anyone where they intend to fish, for they fear that the sharks will overhear the plans and chase away the fish.

Finding Main Idea

1. The main idea of this story is found
- (A) in the first paragraph.
 - (B) in the middle of the story.
 - (C) in the last paragraph.
 - (D) by thinking about the most important idea in the story.

Recalling Facts and Details

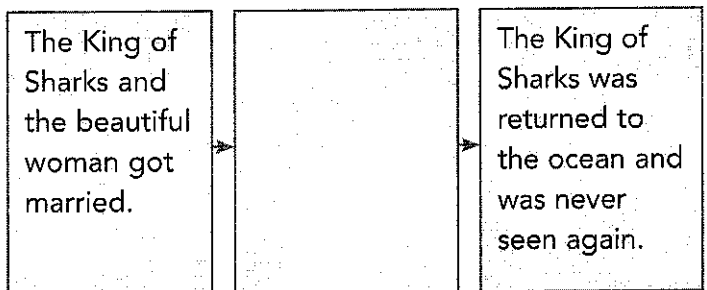
4. Nanave ran away from the crowd because
- (A) he was frightened that the villagers would know he was to blame.
 - (B) he wanted to catch fish for his dinner.
 - (C) he wanted to hide the mark on his back.
 - (D) he wanted the people to know he was loyal to the sharks.

Finding Main Idea

2. Which of these best explains the main idea of paragraph 6?
- (A) Nanave slipped on some wet leaves and fell to the ground.
 - (B) Nanave's marked was revealed, and the villagers chased him out of the village.
 - (C) Nanave became frightened of the villagers.
 - (D) Nanave decided to jump into the lagoon and join his father, the King of the Sharks.

Understanding Sequence

5. The boxes show some of the things that happened in the story.



What belongs in the empty box?

- (A) The King of Sharks disguised himself as a handsome chief.
- (B) Nanave swam out to the sea to join his father.
- (C) Nanave was born.
- (D) Nanave ran from the villagers.

Recalling Facts and Details

3. How did the King of Sharks first appear to the beautiful woman?
- (A) as a chief
 - (B) as a shark
 - (C) as a fisherman
 - (D) as a king

Understanding Sequence

6. Every day, after Nanave asked the fishermen where they were going to fish,
- (A) Nanave draped the feathered cape across his back.
 - (B) Nanave went back home and ate lunch with his mother.
 - (C) Nanave dove into the lagoon and disappeared for the rest of the day.
 - (D) Nanave stayed by the deep lagoon and watched the fishermen fish.



Read this article about lighthouses. Then answer questions about the article. Choose the best answer to Numbers 7 through 12.

Lighthouses are built on harbors, islands, and beaches. They act as guideposts for ships at night or in a storm. Their bright beams inform sailors that land is near and warn them of dangerous rocks and reefs.

The ancient Egyptians were probably the first people to use light as a way to guide ships. They kindled fires on the tops of hills at night to help sailors determine their positions. They later built lighthouses that also used fire as their light source. The Egyptians built the tallest lighthouse ever constructed. This one lighthouse stood 400 feet tall and guided ships for about 1,500 years.

The Romans also built lighthouses at a number of ports. In A.D. 43, they built light towers on both sides of the English Channel. The light beam from these towers was made by using a combination of fire and mirrors to reflect and illuminate the flames.

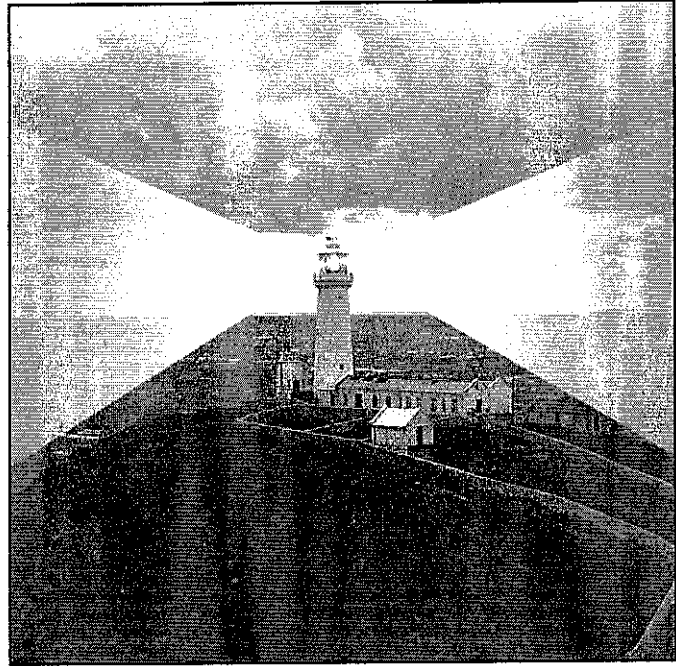
Early American lighthouses used oil lamps as a source of light. The first lighthouse in America was the Boston Lighthouse on Brewster Island in Boston Harbor. The lighthouse was first lit in 1716, but it was destroyed by the British during the American Revolution. Another lighthouse was built on the site in 1783 and still stands today.

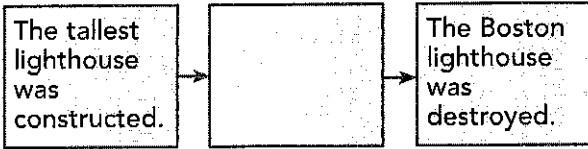
Lighthouse keepers operated these early lighthouses. The keepers lived with their families in or near the lighthouse. The lighthouse keeper's duties included lighting the oil lamps, polishing the reflecting mirrors, and cleaning soot off the windows. The lighthouse keeper also replaced the fuel, rescued shipwrecked sailors, and sometimes fired a warning cannon during periods of fog.

In 1822, a Frenchman named Augustin Fresnel invented the first modern lighthouse lens. This lens increased the intensity of the light from the lamps by using prisms. Prisms in the lens reflected and strengthened the light. In 1841, the Fresnel lens was installed in a lighthouse for the first time.

Lighthouses today use electric lamps to show their light. Many also use the Fresnel lens, which has been improved upon over the years. Today, a Fresnel lens can project light for 20 miles. Electric motors provide the power to revolve the lens as lights flash from the lighthouse. Sometimes, however, ships cannot see the flashing lights due to fog or bad weather. Because of that, lighthouses have bells or signals to warn ships. Some lighthouses use sealed-beam lamps. Sealed-beam lamps swing around like a searchlight. These lamps can be seen through rain, fog, and snow.

Today, most lighthouses are fully automated and do not need a lighthouse keeper. The United States Coast Guard has maintained all the lighthouses in the United States since 1939.



<p>Finding Main Idea</p> <p>7. Which of these states the main idea of paragraph 2?</p> <p>(A) The Egyptians were probably the first to use light to guide ships.</p> <p>(B) Fire was a common light source for most early lighthouses.</p> <p>(C) Lighthouses act as guideposts for ships at night or in storms.</p> <p>(D) Some lighthouses have lasted for over 1,000 years.</p>	<p>Recalling Facts and Details</p> <p>10. Which of these was <u>not</u> a duty of early American lighthouse keepers?</p> <p>(A) replacing lenses</p> <p>(B) replacing fuel</p> <p>(C) rescuing sailors</p> <p>(D) polishing mirrors</p>
<p>Finding Main Idea</p> <p>8. The article tells mainly about</p> <p>(A) the construction of lighthouses.</p> <p>(B) the history of lighthouses.</p> <p>(C) how lighthouses have improved over the years.</p> <p>(D) the different lights used in lighthouses.</p>	<p>Understanding Sequence</p> <p>11. The chart shows some of the events described in the article.</p> <div style="text-align: center;">  <pre> graph LR A[The tallest lighthouse was constructed.] --> B[] B --> C[The Boston lighthouse was destroyed.] </pre> </div> <p>What belongs in the empty box?</p> <p>(A) A lighthouse was built in Boston in 1783.</p> <p>(B) A Frenchman invented a lighthouse lens.</p> <p>(C) Light towers were built on both sides of the English Channel.</p> <p>(D) Fires were lit on top of hills to help guide sailors.</p>
<p>Recalling Facts and Details</p> <p>9. What did early American lighthouses use as a light source?</p> <p>(A) fire</p> <p>(B) mirrors</p> <p>(C) electric lamps</p> <p>(D) oil lamps</p>	<p>Understanding Sequence</p> <p>12. Which of these happened last?</p> <p>(A) The Boston Lighthouse was first lit.</p> <p>(B) The Coast Guard began maintaining all U.S. lighthouses.</p> <p>(C) Romans built lighthouses at a number of ports.</p> <p>(D) The Fresnel lens was installed in a lighthouse for the first time.</p>

Read this story about a basketball game. Then answer questions about the story. Choose the best answer for Numbers 1 through 6.

Throwing in the Towel

It was the last basketball game of a long, losing season, and Rachel Lewis could take no more. She couldn't wait for the game-ending buzzer to go off and end this torturous game.

"Pass the ball! Pass it, pass it!" Rachel yelled, her voice snippety as she maneuvered under the net so she could take a shot. Tia, her teammate, did manage to pass the ball in Rachel's direction, but Rachel was too far under the net to make an easy catch. As Rachel lunged awkwardly for the ball and knocked it out of bounds, she shook her head and rolled her eyes. "Great pass," she murmured to herself.

"Rachel, get in the game," shouted her coach and older sister, Carla.

Rachel's eyes darted to her coach, then to Number 12, the player she was supposed to defend. Number 12 raced up the court, received a pass, launched the ball, and scored three points all in the blink of an eye. Rachel sighed heavily, her shoulders sagging, as she lumbered down the court. "Lucky shot," she whispered as Number 12 went back down the court.

On the next possession, Rachel got the ball and ran down the court dribbling. But as she prepared for a superstar shot, Number 12 reached and dislodged the ball from Rachel's hands. As the ball bounced down the court, Number 12 raced down the court in full pursuit, lassoed the ball, dribbled to the basket, and scored two more points.

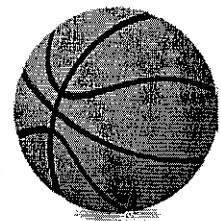
"Time out," Carla called to the referee as she shot a concerned look at her sister. The referee blew his whistle and the two teams went to the sidelines. Rachel kicked her team jacket that rested on the floor by the team's bench.

Carla approached her younger sister quietly. "Rachel, what's going on with you? You're not playing well at all. In fact, you look as if you're ready to throw in the towel."

Rachel kicked the jacket again, her left shoe squeaking across the floor. "Well, I'm not sure, but it might have something to do with the fact that this is the last game of the year and we've only managed to win two games all season."

"Well, if you decide to adopt a losing attitude to go with the losing record, then you will never learn to win," Carla said. "And, I know a thing about losing. Remember my high school team? We didn't win a single game in two years. It feels lousy when you lose, but when you win, all those feelings about losing go away." Carla paused a moment and laughed. "You can trust me on that."

A cautious smile inched across Rachel's face. She wasn't too sure about her sister's advice, but after listening to her she did realize one thing—winning two games for the season would be better than winning none. If ending the year on a positive note helped build that optimism for next year, then Rachel would give a last ditch effort.



Identifying Author's Purpose

1. What is the author's purpose in the first paragraph?
- Ⓐ to show why Rachel was frustrated
 - Ⓑ to persuade readers that Rachel was an excellent player
 - Ⓒ to explain why Rachel wasn't playing well
 - Ⓓ to describe Rachel's attitude

Interpreting Figurative Language

4. What does *throw in the towel* mean?
- Ⓐ "get in the way"
 - Ⓑ "come to an end"
 - Ⓒ "become annoyed"
 - Ⓓ "give up"

Identifying Author's Purpose

2. The story was written mainly to
- Ⓐ describe how a basketball game is played.
 - Ⓑ entertain readers with a story that teaches a lesson.
 - Ⓒ explain the role of a coach in a basketball game.
 - Ⓓ convince readers that losing doesn't matter.

Summarizing

5. What is the main problem in the story?
- Ⓐ A girl is frustrated that her basketball team has had a losing season.
 - Ⓑ A coach is very upset that one of her players is not playing up to her ability.
 - Ⓒ A team tries to adopt a winning attitude for the final game of the season.
 - Ⓓ A basketball player makes one mistake after another on the court.

Interpreting Figurative Language

3. A *last ditch effort* is
- Ⓐ a final attempt.
 - Ⓑ a losing attitude.
 - Ⓒ a sudden awareness.
 - Ⓓ thoughtful advice.

Summarizing

6. Which of these best summarizes the story?
- Ⓐ A basketball team suffers one loss after another.
 - Ⓑ A coach becomes upset with a basketball player who is not playing up to her ability.
 - Ⓒ A girl decides to change her losing attitude during a frustrating basketball game.
 - Ⓓ A basketball player almost loses a game for her team because she has a losing attitude.



Read this history article about the struggle for women's rights. Then answer questions about the article. Choose the best answer for Numbers 7 through 12.

In the United States, the fight for women's rights, particularly the right to vote, was a long struggle. It began as an organized movement in 1848 in Seneca Falls, New York. The first Women's Rights Convention met there to discuss the social, civil, and religious rights of women. Elizabeth Cady Stanton was one of its organizers. She presented the Declaration of Rights and Sentiments. This document established the goals of the women's rights movement well into the twentieth century.

The Declaration of Rights and Sentiments stated that women were equal to men and deserved to be treated as such under the law. It demanded women's equality in education, commerce, industry, the professions, and public affairs. It demanded that women have equality in marriage, including the right to own property and keep their wages. Most of all, the declaration stressed women's right to vote.

When the Declaration of Rights and Sentiments was presented to the convention, not everyone agreed with it. Some didn't believe that women should have certain rights at all. The right to vote was the most controversial.

By 1860, Susan B. Anthony and other women had won some rights for married women. But this was in the state of New York, not on a national level. Married women had the right to own property, control their own money, and have charge over their children. Several other states passed similar laws. However, women still had not obtained the vote, and some women feared that obtaining this right was an eternity away.

During the Civil War, women's rights leaders focused on the abolition of slavery and the rights of African Americans. In the process, some of the legal gains that women had achieved on the state level were lost.

After the war, two amendments were proposed to the Constitution. The amendments extended rights to former slaves. In 1868, the Fourteenth Amendment recognized all persons born or naturalized in the United States as citizens. It also protected the right to vote of all male citizens. Two years later, the Fifteenth Amendment guaranteed African Americans the right to vote.

Anthony, Stanton, and their supporters refused to support the Fifteenth Amendment because it did not include women. Other women's rights leaders, including Lucy Stone and Julia Ward Howe, believed that they should bide their time. They believed that women would not gain the vote until African American men had gained it.

As a result, the women's rights movement split into two organizations with differing goals. Anthony led the National Woman Suffrage Association. This group pressed for voting rights on the federal level. Stone led the American Woman Suffrage Association. This group sought voting rights state by state. But by 1890, only a handful of states had approved the ballot for women. The two organizations merged into one movement, the National American Woman Suffrage Association.

As the nineteenth century came to a close, younger women, including Carrie Chapman Catt and Alice Paul, took the place of earlier leaders. These strong women persevered. Finally, in 1920, Congress passed the Nineteenth Amendment, granting all women the right to vote.



Elizabeth Cady Stanton

Identifying Author's Purpose

7. The article was written mainly to
- Ⓐ describe life for women during the nineteenth and twentieth centuries.
 - Ⓑ inform readers about major events in the fight for women's rights.
 - Ⓒ entertain readers with enjoyable stories about brave leaders.
 - Ⓓ persuade readers to join the women's rights movement.

Interpreting Figurative Language

10. The phrase *was an eternity away* is an example of
- Ⓐ hyperbole.
 - Ⓑ personification.
 - Ⓒ a simile.
 - Ⓓ a metaphor.

Identifying Author's Purpose

8. The author's purpose in paragraph 2 is to
- Ⓐ provide background information about women's rights in education.
 - Ⓑ explain the content of the Declaration of Rights and Sentiments.
 - Ⓒ convince readers that women and men are equal.
 - Ⓓ share a personal story about Elizabeth Cady Stanton.

Summarizing

11. What happened next after the Fifteenth Amendment was passed?
- Ⓐ African Americans began to fight for the right to vote.
 - Ⓑ Two women's rights organizations merged into one movement.
 - Ⓒ The women's movement split into two separate groups.
 - Ⓓ Women won the right to vote in all states.

Interpreting Figurative Language

9. In the article, *bide their time* means
- Ⓐ "do without hurrying."
 - Ⓑ "act before a certain date."
 - Ⓒ "wait until the right moment to carry out a plan."
 - Ⓓ "delay action until everything is planned and everyone is ready."

Summarizing

12. What is the best summary of the article?
- Ⓐ Political movements eventually lead to conflict.
 - Ⓑ After a long struggle, the women's movement eventually achieved voting rights for women.
 - Ⓒ Voting rights were the most controversial issue of the women's movement.
 - Ⓓ Everyone involved in the women's movement agreed that voting rights were important.



Independent Practice

For numbers 1–4, choose the best way to combine the sentences to eliminate repetition and make the relationships between ideas clear.

1

Jousts could be dangerous. Often knights broke bones. This would happen even though knights wore armor.

- A Although jousts could be dangerous, knights wore armor and still broke bones.
- B Because knights wore armor, they broke bones, and jousts were still dangerous.
- C Jousts could be dangerous, and although knights wore armor, they still often broke bones.
- D Because jousts could be dangerous, knights broke bones, but knights wore armor.

2

Special lances for jousting had to be made to avoid serious injury. This was because battle lances were such dangerous weapons.

- A Battle lances were such dangerous weapons that special lances for jousting had to be made to avoid serious injury.
- B Special lances for jousting had to be made to avoid serious injury although battle lances were such dangerous weapons.
- C Because the special lances for jousting had to be made to avoid serious injury, battle lances were dangerous weapons.
- D Battle lances were such dangerous weapons because special lances for jousting had to be made to avoid serious injury.

Answer Form

- 1 (A) (B) (C) (D)
 2 (A) (B) (C) (D)
 3 (A) (B) (C) (D)
 4 (A) (B) (C) (D)

Number Correct

4

3

Knights had many obligations and duties. They had to be strong and kind.

- A Knights had to be strong and kind, but they had many duties and obligations.
- B Knights had many duties and obligations, and they also had to be strong and kind.
- C Knights had many duties and obligations because they had to be strong and kind.
- D Although they had to be strong and kind, knights had many duties and obligations.

4

A knight had a hard life. He fought to honor his king both on and off the battlefield.

- A A knight had a hard life, so he fought to honor his king both on and off the battlefield.
- B Although he fought to honor his king both on and off the battlefield, a knight had a hard life.
- C A knight had a hard life after he fought to honor his king both on and off the battlefield.
- D Because he fought to honor his king both on and off the battlefield, a knight had a hard life.

Read the passage. Then answer the questions that follow.

The Legend of the Cedar Tree

*a Cherokee legend
told by Eileen Evers*

1 Long ago, when people were still new upon the earth, they came to believe that their lives would be easier if there was only daylight and no darkness. So, they sent their cries skyward in hopes that the Ouga, their creator, would hear them.

2 The Ouga did hear their voices and, because he loved his people as a father loves his children, he made the night cease as they desired. But as the weeks went on, and the people had to work and toil continuously in the fields, their crops grew in such abundance that they could scarcely keep up. And because there was only daylight, it was always hot, so hot that sleep was impossible. The people, already tired from long hours of work, became short tempered and irritable. Everyone was on edge.

3 And so, the people sent new cries skyward, asking the Ouga if he might make it night all the time instead. The Ouga hesitated, knowing that there is purpose in all things created in twos—day and night, birth and death, joy and sadness. In the end, however, because he was kind and wanted to please them, the Ouga gave his people what they wanted.

4 Daylight ceased and night fell upon the earth. Soon crops began to wither, and because there was only darkness, it was always cold. The people had to constantly gather wood for fires to keep warm. They could not see to hunt and with no crops to harvest, they became hungry and weak. Many of them died.

5 And so, the people sent new cries skyward, begging the Ouga's forgiveness. "Please return to us the day and night that you made perfect for us in the beginning."

6 The Ouga restored day and night, each day forming a perfect boundary of light and darkness. Soon the weather became more pleasant and crops began to grow again. People could hunt and there was plenty to eat. They were happy and humbled and vowed never again to take their many blessings for granted.

7 The Ouga was pleased to see his people smiling once again, but his heart was heavy, for during the time of darkness many of his people had perished. He decided to create a new tree into which he placed their spirits. This tree was named a-tsi-na tlu-gv (ah-see-na loo-guh), or the cedar tree. And so, as tradition holds, whenever the Cherokee gaze upon a cedar, they remember to pause and honor the brothers and sisters who came before them.

6

The following question has two parts. First, answer part A. Then, answer part B.

Part A

What do the Ouga's actions reveal about his character?

- A** The Ouga is angry with the people for asking so much of him.
- B** The Ouga has a strong love for the people despite their demands.
- C** The Ouga believes the people should be able to meet their own needs.
- D** The Ouga allowed the people to keep suffering to teach them a lesson.

Part B

Which sentence from the story **best** supports the answer to part A?

- A** "So, they sent their cries skyward in hopes that the Ouga, their creator, would hear them."
- B** "The Ouga did hear their voices and, because he loved his people as a father loves his children, he made the night cease as they desired."
- C** "The Ouga hesitated, knowing that there is purpose in all things created in twos—day and night, birth and death, joy and sadness."
- D** "And so, the people sent new cries skyward, begging the Ouga's forgiveness."

7

Read these sentences from the passage.

But as the weeks went on, and the people had to work and toil continuously in the fields, their crops grew in such abundance that they could scarcely keep up. And because there was only daylight, it was always hot, so hot that sleep was impossible. The people, already tired from long hours of work, became short tempered and irritable. Everyone was on edge.

What does the phrase "on edge" mean in the last sentence?

- A** touchy and grumpy
- B** hot and sweaty
- C** worried and scared
- D** tired and overworked

Go On

8

Which sentence from the passage reveals that the people suffer for their mistakes?

- A "... they came to believe that their lives would be easier if there was only daylight and no darkness."
- B "So, they sent their cries skyward in hopes that the Ouga, their creator, would hear them."
- C "They could not see to hunt and with no crops to harvest, they became hungry and weak."
- D "... they remember to pause and honor the brothers and sisters who came before them."

9

The author contrasts Ouga's point of view with the people's point of view. Which sentence from the passage **best** shows how the author develops the differing points of view?

- A "And because there was only daylight, it was always hot, so hot that sleep was impossible."
- B "The people, already tired from long hours of work, became short tempered and irritable."
- C "The Ouga hesitated, knowing that there is purpose in all things created in twos—day and night, birth and death, joy and sadness."
- D "They could not see to hunt and with no crops to harvest, they became hungry and weak."

10

The people are able to learn from their mistakes. Which of the following **two** sentences from the passage **best** support this statement?

- A "The people had to constantly gather wood for fires to keep warm."
- B "And so, the people sent new cries skyward, begging the Ouga's forgiveness."
- C "The Ouga restored day and night, each forming a perfect boundary of light and darkness."
- D "People could hunt and there was plenty to eat."
- E "They were happy and humbled and vowed never again to take their many blessings for granted."

These notes for a summary need to be arranged correctly into the order in which the events occur in the passage.

Indicate the correct chronological order of the events below by writing the numbers 1 to 10 on the blank before each sentence.

- _____ The people asked the Ouga to make it night all the time.
- _____ The Ouga created the cedar tree for the Cherokee to honor the spirits of their brothers and sisters.
- _____ The people grew tired and irritable from long hours of work in the daylight.
- _____ The Ouga restored day and night.
- _____ Soon the weather became more pleasant and crops began to grow again.
- _____ The Ouga granted the people's wish for only daylight.
- _____ The people became hungry and weak, and many of them died.
- _____ The people were happy and humbled and vowed never again to take their blessings for granted.
- _____ The people sent new cries skyward, begging the Ouga's forgiveness.
- _____ In the darkness, it was always cold and crops withered.

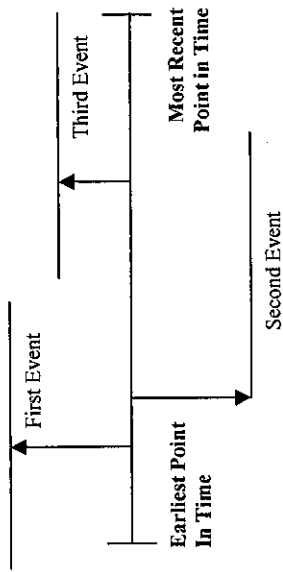
Go On

Identifying Text Structure #1

Directions: Read the passages on the following page and identify the text structure of each. Write information from the passage into the appropriate graphic organizer.

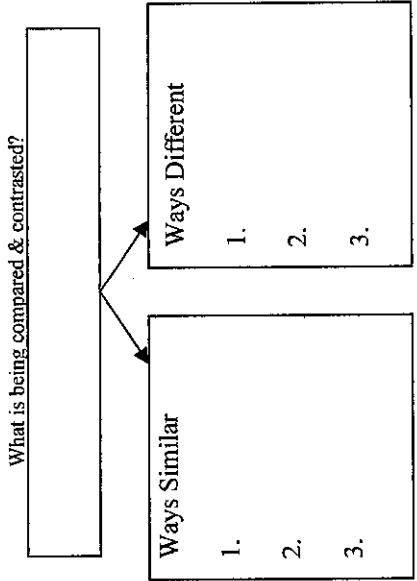
Which passage is **chronological**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



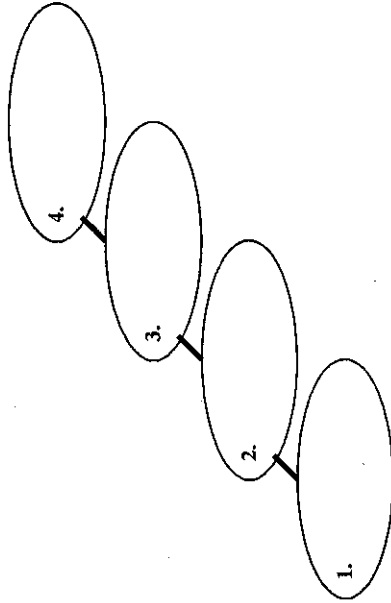
Which passage is **compare and contrast**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



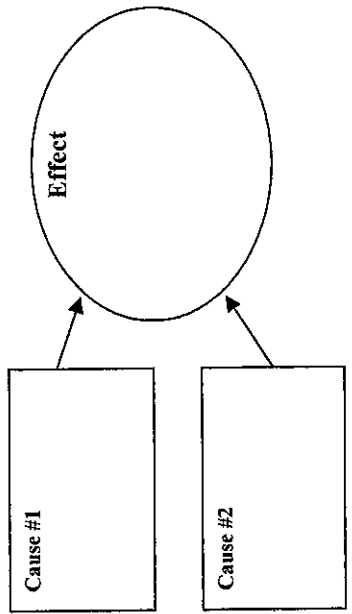
Which passage is **sequence**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



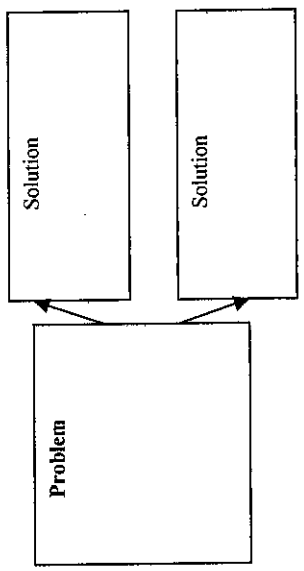
Which passage is **cause and effect**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



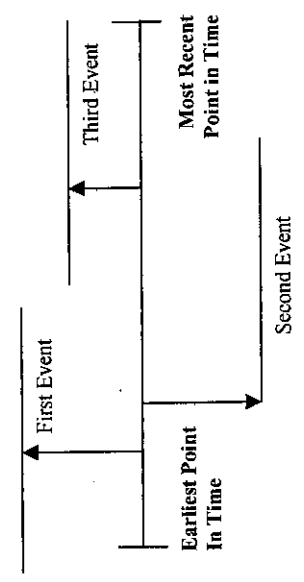
Which passage is **problem and solution**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



Which passage is **chronological**?
Put information from the passage onto the graphic organizer.

Passage Name: _____



Passage #1 – Chemical and Physical Changes

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identity. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

Passage #2 – The Best PB & J Ever

When I got home from school after a long boring day, I took out the peanut butter, jelly, and bread. After taking the lid off of the jars, I spread the peanut butter on one side of the bread and the jelly on the other, and then I put the two pieces of bread together. After that, I enjoyed it while watching "Cops" on the TV. I swear, that was the best peanut butter and jelly sandwich I ever ate.

Passage #3 – Bobby Fischer

Robert James Fischer was born in Chicago but unlocked the secrets of chess in a Brooklyn apartment right above a candy store. At the age of six he taught himself to play by following the instruction booklet that came with his chess board. After spending much of his childhood in chess clubs, Fischer said that, "One day, I just got good." That may be a bit of an understatement. At the age of 13 he won the U.S. Junior Chess Championship, becoming the youngest Junior Champion ever. At the age of 14 he won the U.S. Championship and became the youngest U.S. Champion in history. Fischer would go on to become the World Champion of chess, but he would also grow to become his own worst enemy. Instead of defending the title, he forfeited it to the next challenger without even making a move, and the rise of a chess superstar ended with a fizzle.

Passage #4 – Save the Tigers

Dr. Miller doesn't want the tigers to vanish. These majestic beasts are disappearing at an alarming rate. Dr. Miller thinks that we should write to our congress people. If we let them know that we demand the preservation of this species, maybe we can make a difference. Dr. Miller also thinks that we should donate to Save the Tigers. Our donations will help to support and empower those who are fighting the hardest to preserve the tigers. We owe it to our grandchildren to do something.

Passage #5 – The Great Recession

Many people are confused about why our economy went to shambles in 2008. The crisis was actually the result of a combination of many complex factors. First, easy credit conditions allowed people who were high-risk or unworthy of credit to borrow, and even people who had no income were eligible for large loans. Second, banks would bundle these toxic loans and sell them as packages on the financial market. Third, large insurance firms backed these packages, misrepresenting these high-risk loans as safe investments. Fourth, because of the ease of acquiring credit and the rapid growth in the housing market, people were buying two or three houses, intending to sell them for more than they paid. All of these factors created bubbles of speculation. These bubbles burst, sending the whole market into a downward spiral, causing employers to lose capital and lay off employees. Consumer spending then plummeted and most businesses suffered. The economy is like a big boat, and once it gets moving quickly in the wrong direction, it's hard to turn it around.

Passage #6 – Screen Protector

Before applying the screen protector, clean the surface of your phone's screen with a soft cloth. Once the surface of your screen is clean, remove the paper backing on the screen protector. Evenly apply the sticky side of the screen protector to your phone's screen. Smooth out any air bubble trapped on between the protector and the phone screen. Enjoy the added protection.

CAPTAINS COURAGEOUS

Rudyard Kipling wrote Captains Courageous in 1897. It is the story of Harvey Cheyne, a wealthy and spoiled 15-year-old American boy, who falls overboard on the way to Europe with his parents. Harvey is rescued by the crew of a fishing boat from Gloucester, Massachusetts. Disko Troop is the captain.

In this passage, Harvey has just awoken on the fishing boat after the rescue. Dan Troop, Disko's son, is with him. Dan is about the same age as Harvey. Dan speaks first.



CAPTAINS COURAGEOUS

by Rudyard Kipling
from Chapter I

"There was a little common swell yes'day an' last night," said the boy. "But ef thet's your notion of a gale——" He whistled. "You'll know more 'fore you're through. Hurry! Dad's waitin'."

Like many other unfortunate young people, Harvey had never in all his life received a direct order—never, at least, without long, and sometimes tearful, explanations of the advantages of obedience and the reasons for the request. Mrs. Cheyne lived in fear of breaking his spirit, which, perhaps, was the reason that she herself walked on the edge of nervous prostration. He could not see why he should be expected to hurry for any man's pleasure, and said so. "Your dad can come down here if he's so anxious to talk to me. I want him to take me to New York right away. It'll pay him."

Dan opened his eyes, as the size and beauty of this joke dawned on him. "Say, dad!" he shouted up the fo'c'sle hatch, "he says you kin slip down an' see him ef you're anxious that way. 'Hear, dad?'"

The answer came back in the deepest voice Harvey had ever heard from a human chest: "Quit foolin', Dan, and send him to me."

Dan sniggered, and threw Harvey his warped bicycle shoes. There was something in the tones on the deck that made the boy dissemble his extreme rage and console himself with the thought of gradually unfolding the tale of his own and his father's wealth on the voyage home. This rescue would certainly make him a hero among his friends for life. He hoisted himself on deck up a perpendicular ladder, and stumbled aft, over a score of obstructions, to where a small, thick-set, clean-shaven man with grey eyebrows sat on a step

that led up to the quarter-deck. The swell had passed in the night, leaving a long, oily sea, dotted round the horizon with the sails of a dozen fishing-boats. Between them lay little black specks, showing where the dories were out fishing. The schooner, with a triangular riding-sail on the mainmast, played easily at anchor, and except for the man by the cabin-roof—"house" they call it—she was deserted.

"Mornin'—good afternoon, I should say. You've nigh slep' the clock around, young feller," was the greeting.

"Mornin'," said Harvey. He did not like being called "young feller"; and, as one rescued from drowning, expected sympathy. His mother suffered agonies whenever he got his feet wet; but this mariner did not seem excited.

"Naow let's hear all abaout it. It's quite providential, first an' last, fer all concerned. What might be your name? Where from (we mistrust it's Noo York), an' where baound (we mistrust it's Europe)?"

Harvey gave his name, the name of the steamer, and a short history of the accident, winding up with a demand to be taken back immediately to New York, where his father would pay anything any one chose to name.

"H'm," said the shaven man, quite unmoved by the end of Harvey's speech. "I can't say we think special of any man, or boy even, that falls overboard from that kind o' packet in a flat ca'am. Least of all when his excuse is thet he's seasick."

Excuse!" cried Harvey. "D'you suppose I'd fall overboard into your dirty little boat for fun?"

"Not knowin' what your notions o' fun may be, I can't rightly say, young feller. But if I was you, I wouldn't call the boat which, under Providence, was the means o' savin' ye, names. In the first place, it's blame irreligious. In the second, it's annoyin' to my feelin's—an' I'm Disko Troop o' the "We're Here" o' Gloucester, which you don't seem rightly to know."

Understanding Captains Courageous

Part I. Who Was It?

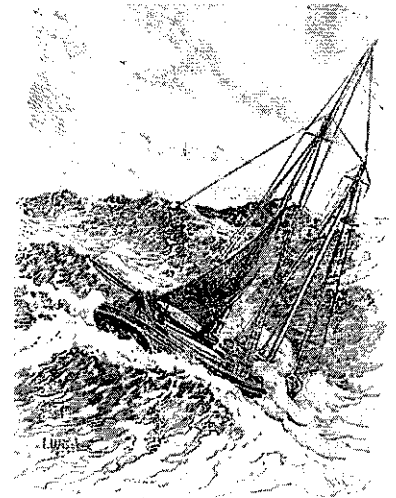
The passage has three characters: Harvey, Dan, and Disko. Write the the correct character for each event below.

1. _____ Captain of the boat
2. _____ Laughed at one of the other characters
3. _____ Thought there had been a great storm.
4. _____ Thought one of the characters was from New York
5. _____ Didn't like being called "young feller"

Part II. Short Answer: Do You Know?

Answer each question below.

1. Why did Harvey fall overboard?
2. Why did Harvey think Disko would take him back to land?
3. What was Harvey's mother like?
4. Why did Harvey decide to go talk to Disko?
5. What did Dan and Disko think of the storm?



Language and Vocabulary in Captains Courageous

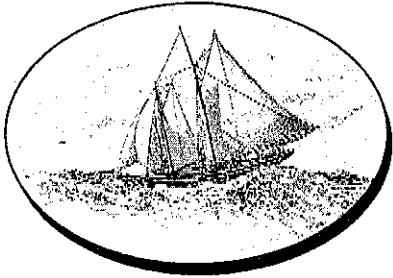
I. Vocabulary Match Match each word in Column A with its meaning in Column B

Column A

1. _____ unfortunate
2. _____ prostration
3. _____ mistrust
4. _____ sniggered
5. _____ dissemble
6. _____ hoisted
7. _____ aft
8. _____ score
9. _____ mariner
10. _____ providential

Column B

- A. laughed disrespectfully
- B. back end or stern of a boat
- C. unlucky
- D. raised or lifted
- E. twenty
- F. suspect
- G. lucky or heaven-sent
- H. collapse or exhaustion
- I. sailor
- J. hide or conceal



Part II. Understanding the Dialogue

In *Captains Courageous*, Rudyard Kipling writes some of the dialogue to illustrate the sailors' accents. This includes adding or removing letters from words.

Below are quotations from the passage. Write underneath each one the Standard English translation.

1. "But ef that's your notion of a gale——"
2. "he says you kin slip down an' see him ef you're anxious that way."
3. "You've nigh slep' the clock around, young feller,"
4. "Naow let's hear all abaout it."
5. "Not knowin' what your notions o' fun may be, I can't rightly say, young feller."

Find the Supporting Evidence

Below is one of the main ideas of the passage. Write three quotations from the passage that support this main idea.



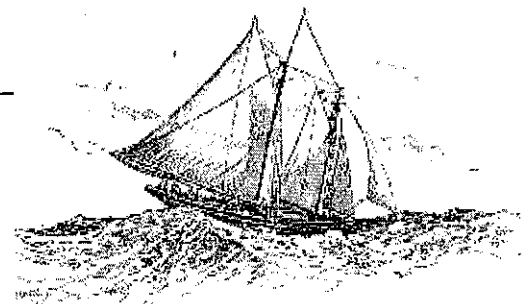
On the ship Harvey was treated differently than how he was usually treated.

Three large empty circles are arranged in a triangular pattern below the main idea box. Each circle is connected to the bottom edge of the main idea box by a thin line. These circles are intended for students to write three quotations from the passage that support the main idea.

Name: _____

Character's Viewpoint in Captain's Courageous

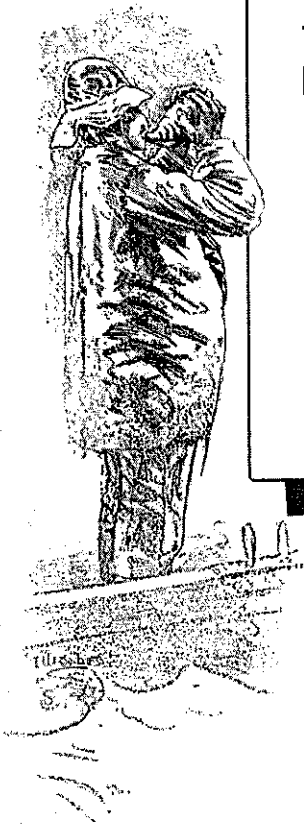
The passage from the novel includes three characters: Harvey, Dan, and Disko. Pick one of the characters and explain how he feels about the other two. Does he respect them? Why or why not? Is he obedient to the other two? Use quotations from the passage to support your explanation.



Captain's Courageous Word Search

Circle each word from the list in the puzzle. The words can go in any direction.

Q	O	T	A	S	U	B	M	A	R	E	P	N	B	C
I	L	Z	E	E	I	O	R	D	S	R	A	B	W	D
P	U	V	Z	A	H	J	R	Y	R	E	S	C	U	E
D	R	O	W	N	I	N	G	K	H	E	C	A	Q	K
F	I	V	R	J	K	F	H	E	B	M	H	N	H	N
O	E	E	A	B	T	T	H	D	G	U	O	V	D	S
O	D	R	G	U	D	A	N	Q	E	B	O	E	V	O
K	G	B	E	F	E	O	A	Q	I	M	N	O	R	E
J	N	O	F	I	A	J	T	W	C	H	E	Y	N	E
D	Q	A	O	N	L	R	R	H	N	R	R	L	N	I
L	I	R	N	D	I	S	K	O	A	L	E	O	B	K
P	M	D	V	D	P	Q	W	H	C	R	S	C	K	K
L	E	F	H	C	G	I	M	T	P	E	V	A	R	M
F	E	L	L	E	R	T	U	Y	V	Z	N	E	U	A
R	Z	C	Q	K	T	R	Z	Q	F	O	N	F	Y	J



CHEYNE
DAN
DISKO
DROWNING
FELLER

HARVEY
OVERBOARD
RESCUE
SCHOONER
SEA

CAPTAINS COURAGEOUS

Rudyard Kipling wrote Captains Courageous in 1897. It is the story of Harvey Cheyne, a wealthy and spoiled 15-year-old American boy, who falls overboard on the way to Europe with his parents. Harvey is rescued by the crew of a fishing boat from Gloucester, Massachusetts. Disko Troop is the captain.

In this passage, Harvey has just awoken on the fishing boat after the rescue. Dan Troop, Disko's son, is with him. Dan is about the same age as Harvey. Dan speaks first.



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*by Rudyard Kipling
from Chapter I*

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Understanding Captains Courageous

Part I. Who Was It?

The passage has three characters: Harvey, Dan, and Disko. Write the the correct character for each event below.

1. _____ **Disko** _____ Captain of the boat
2. _____ **Dan** _____ Laughed at one of the other characters
3. _____ **Harvey** _____ Thought there had been a great storm.
4. _____ **Disko** _____ Thought one of the characters was from New York
5. _____ **Harvey** _____ Didn't like being called "young feller"

Part II. Short Answer: Do You Know?

Answer each question below.

Student's answers will vary. Example of correct answers:

1. Why did Harvey fall overboard?

He was seasick.

2. Why did Harvey think Disko would take him back to land?

Harvey's father will pay Disko for taking Harvey back to New York.

3. What was Harvey's mother like?

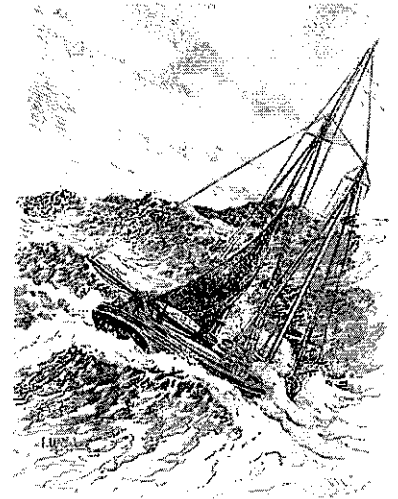
She worried about Harvey all the time over little things such as when his feet were wet. She was also concerned not to "break his spirit" by giving him orders. She did not discipline him.

4. Why did Harvey decide to go talk to Disko?

Disko's deep voice made Harvey realize he had better obey.

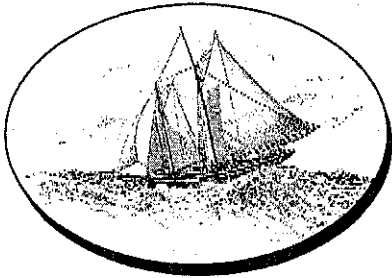
5. What did Dan and Disko think of the storm?

They didn't think there was a storm, They thought the sea was calm.



Language and Vocabulary in Captains Courageous

I. Vocabulary Match Match each word in Column A with its meaning in Column B



Column A

1. _____ **C** _____ unfortunate
2. _____ **H** _____ prostration
3. _____ **F** _____ mistrust
4. _____ **A** _____ sniggered
5. _____ **J** _____ dissemble
6. _____ **D** _____ hoisted
7. _____ **B** _____ aft
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- A. laughed disrespectfully
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Below are quotations from the passage. Write underneath each one the Standard English translation.

1. "But ef that's your notion of a gale——"

"But if that's your notion of a gale——"

2. "he says you kin slip down an' see him ef you're anxious that way."

"he says you can slip down and see him if you're anxious that way"

3. You've nigh slep' the clock around, young feller,"

"You've almost slept the clock around, young fellow"

4. "Naow let's hear all abaout it."

"Now let's hear all about it."

5. "Not knowin' what your notions o' fun may be, I can't rightly say, young feller."

"Not knowing what your notions of fun may be, I can't truly say, young fellow."

Find the Supporting Evidence

Below is one of the main ideas of the passage. Write three quotations from the passage that support this main idea.



On the ship Harvey was treated differently than how he was usually treated.

Student's answers may vary. Example of correct answers:

"Harvey had never in all his life received a direct order..."

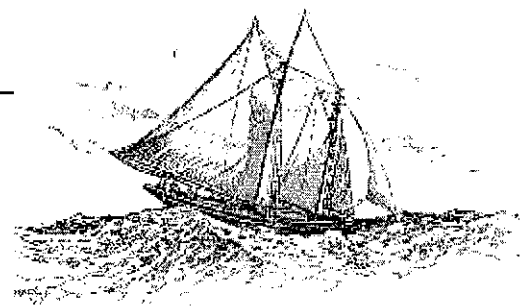
"He could not see why he should be expected to hurry for any man's pleasure..."

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Character's Viewpoint in Captain's Courageous

The passage from the novel includes three characters: Harvey, Dan, and Disko. Pick one of the characters and explain how he feels about the other two. Does he respect them? Why or why not? Is he obedient to the other two? Use quotations from the passage to support your explanation.

Answer: Student's choice.



Captain's Courageous Word Search

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I	L	Z	E	E	I	O	R	D	S	R	A	B	W	D
P	U	V	Z	A	H	J	R	Y	R	E	S	C	U	E
D	R	O	W	N	I	N	G	K	H	E	C	A	Q	K
F	I	V	R	J	K	F	H	E	B	M	H	N	H	N
O	E	E	A	B	T	T	H	D	G	U	O	V	D	S
O	D	R	G	U	D	A	N	Q	E	B	O	E	V	O
K	G	B	E	F	E	O	A	Q	I	M	N	O	R	E
J	N	O	F	I	A	J	T	W	C	H	E	Y	N	E
D	Q	A	O	N	L	R	R	H	N	R	R	L	N	I
L	I	R	N	D	I	S	K	O	A	L	E	O	B	K
P	M	D	V	D	P	Q	W	H	C	R	S	C	K	K
L	E	F	H	C	G	I	M	T	P	E	V	A	R	M
F	E	L	L	E	R	T	U	Y	V	Z	N	E	U	A
R	Z	C	Q	K	T	R	Z	Q	F	O	N	F	Y	J



- | | |
|----------|-----------|
| CHEYNE | HARVEY |
| DAN | OVERBOARD |
| DISKO | RESCUE |
| DROWNING | SCHOONER |
| FELLER | SEA |



Name _____

Date _____

FRANK SINATRA

Frank Sinatra, who many consider to be one of the greatest singers of all time, never had plans to become a singer. Born on December 12, 1915, Frank grew up wanting to be a sportswriter. He worked as an office boy for a local newspaper. But after hearing Bing Crosby and Billie Holiday, he began singing. He got a quartet together to sing, which led to a job as a singing waiter at a roadhouse. He got his big break in 1939. He joined the Harry James band and sang famous songs like “From the Bottom of My Heart.”

Frank was soon lured away by Tommy Dorsey. Dorsey helped him to become a sensation throughout the 1940s. His crooning voice drove the audiences wild. The women loved his soft voice. Sinatra got a start in movies in the late 1940s and he would continue to star in films throughout the 1950s. His first film was *Las Vegas Nights*.

Frank would marry four times. His last wife, Barbara, was said to have a calming effect on him. He was known for his wild parties with the “Rat Pack,” which included such famous figures as Dean Martin and Sammy Davis, Jr. At the age of 71, he was hospitalized to have surgery on his intestines. In March 1994, he was hospitalized again. Two years after that, he was in the hospital again for a pinched nerve. Two months later, he would die of a heart attack.

STORY QUESTIONS

1. A good title for this reading passage would be . . .
 - a. “The Rat Pack”
 - b. “Frank Sinatra: The Actor”
 - c. “Life and Times of Frank Sinatra”
 - d. “Frank and Family”
2. Which of the following statements about Frank Sinatra is true?
 - a. He was hospitalized for a broken back.
 - b. He wanted to be a sportswriter for the newspaper.
 - c. He claimed ownership of the “Rat Pack.”
 - d. He was taught to sing by Sammy Davis, Jr.
3. In the second paragraph, what does the word *crooning* mean?
 - a. soft, low tone
 - b. high-pitched voice
 - c. ear-splitting scream
 - d. low baritone
4. Why was Frank Sinatra’s singing so appreciated by the fans?
 - a. He hypnotized the audiences.
 - b. He was creative and young.
 - c. He was able to sing in a crooning voice that audiences loved.
 - d. He had been taught voice lessons by a great singer.



Answer Key

Frank Sinatra

1. c
2. b
3. a
4. c

Customs & Traditions

Cross-Curricular Focus: History/Social Science



Native American Indian groups in North America lived in different cultural regions, each of which developed its own **customs** and **traditions**. A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition.

A culture's customs are often determined by the natural resources found in their environment. In the Desert Southwest region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was a way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area, however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important.

The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special **ceremonies**. Harvest ceremonies were a common way to give thanks to the tribe's gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leaders' ability to provide for their needs.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a custom? _____

2) What are the ways that Native Americans told their stories? _____

3) Contrast what you have learned about the historic Native American cultures and what you know about your own culture. How are they different? _____

4) In your own words, explain the importance of folklore. _____

5) Explain why some tribes developed weaving. _____



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Actual wording of answers may vary.

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4) In your own words, explain the importance of folklore.

It preserved the stories of the tribe and helped unite it.

5) Explain why some tribes developed weaving. There were no large animals

in the area that they could use for clothing and blankets.

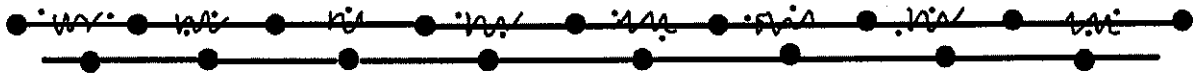
Dreams" by Langston Hughes

Directions: Read and annotate the poem. Then, respond to the questions that follow.

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

~ Langston Hughes



What do you believe this poem is about?

What does it say to you?

1. What is the message of this poem?

2. How does this poem connect to Harriet Tubman?

3. What is the tone of the poem?

4. Compare and contrast the tone of the two different stanzas. Cite evidence to support your response.

5. Identify figurative language in the poem. How does the figurative language enhance the overall idea or message of the poem? Cite evidence to explain your answer.

6. What is the theme of the poem? What words or lines develop the theme? Cite evidence to explain your response.

The month of April is considered National Poetry Month. Poetry can often seem intimidating, but it doesn't have to be. There is no **WRONG** way to create poetry; therefore, you can make it look and sound like whatever you want based on the feelings you want to convey. So here is your challenge for this week's assignment:

1. **Explore:** Find ONE poem that REALLY speaks to you, interests you, intrigues you. It could be one you find online or one you've read in a book. Why did you choose this poem? Do you relate to it at all? Explain.
2. **Research:** Research the poet (the person who wrote the poem). Is he/she famous? What information can you dig up about this person (living/dead, where he/she is from, family, careers, etc.)
3. **Research:** Does this poet have a website? If so, what is it?
4. **Analyze:** What is the tone of the poem (author's emotions/feelings)? What words or phrases convey that tone?
5. **Write:** Write your own poem. You might take a word, line, or phrase from the poem you found as inspiration for your writing, you might imitate the poem you found, or you might use the words that convey the tone as inspiration for your writing.

***Note:** I know that writing poetry can be scary, but please remember that not every piece of writing will be your best and there is always room for improvement; however, take this time to play around with words and the writing skills you DO have!*

POETRY DATA SHEET

<p>Title: "We Grow Accustomed to the Dark"</p> <p>Poet: Emily Dickinson</p> <p>What do you already know about the poet or the poem?</p>	<p>What does the title mean?</p>
<p>Setting:</p>	<p>Speaker (Who is it? Where is he/she?)</p>
<p>Point of view:</p>	<p>To whom is he/she speaking?</p>
<p>Structure—How is the poem arranged on the page?</p>	<p>Pattern and Sound:</p> <p>Type of rhyme: _____</p>
<p>Theme/s:</p>	<p>Other sound devices:</p>

Poetry Data Sheet/Page 2

Diction	Tone:
Significant phrases and lines:	
Symbols and what they stand for:	
Imagery:	
Other figures of speech with examples:	

We Grow Accustomed to the Dark

We grow accustomed to the Dark —
When Light is put away —
As when the Neighbor holds the Lamp
To witness her Good bye —

A Moment — We Uncertain step
For newness of the night —
Then — fit our Vision to the Dark —
And meet the Road — erect —

And so of larger — Darknesses —
Those Evenings of the Brain —
When not a Moon disclose a sign —
Or Star — come out — within —

The Bravest — grope a little —
And sometimes hit a Tree
Directly in the Forehead —
But as they learn to see —

Either the Darkness alters —
Or something in the sight
Adjusts itself to Midnight —
And Life steps almost straight.

Emily Dickinson

“We Grow Accustomed to the Dark”

Explain the function of structure in a text.

Identify and explain the function of a simile and a metaphor.

Directions: Dickinson’s poem has been divided by stanza. Answer the question(s) in each box that corresponds to each stanza or the overall poem. These questions will focus on structure, metaphor, or over all meaning.

<p>We grow accustomed to the Dark — When Light is put away — As when the Neighbor holds the Lamp To witness her Good bye —</p>	<p>Who is the speaker of this poem? What is the simile in this first stanza? What is being compared?</p>
<p>A Moment — We Uncertain step For newness of the night — Then — fit our Vision to the Dark — And meet the Road — erect —</p>	<p>Dickinson is known for her unusual capitalization. What is the importance of her choice in capitalization? How does this affect the structure?</p>
<p>And so of larger — Darknesses — Those Evenings of the Brain — When not a Moon disclose a sign — Or Star — come out — within —</p>	<p>Discuss/Analyze the metaphor that is clearly established and defined in this stanza. What is the metaphor? What is being compared? How does this develop the entire poem?</p>

<p>The Bravest — grope a little —</p> <p>And sometimes hit a Tree</p> <p>Directly in the Forehead —</p> <p>But as they learn to see —</p>	<p>Dickinson gives a strong image here. Explain the image and its association with the metaphor.</p> <p>Does the shift take place in this stanza? Explain/analyze.</p>
<p>Either the Darkness alters —</p> <p>Or something in the sight</p> <p>Adjusts itself to Midnight —</p> <p>And Life steps almost straight.</p>	<p>What is the speaker stating about the metaphor established in stanza 3 here? What is important about the capitalized words in this stanza in association with the metaphor?</p>
<p>Discuss the first line/title of the poem, paying close attention to the diction in this line and its importance to the overall meaning of the poem:</p>	<p>What is the overall thematic statement in association to the poem as a whole?</p>

Poetry Portfolio Instructions:

Take the opportunity to create a poetry portfolio. This portfolio should include poems that you have written already in class, poems that you can write during this time, as well as poems that you find and interpret.

1. Create a title page with the title of your portfolio (You will make this up.), make sure your name is on it, and illustrate it.
2. Research and choose a published poem about conflict. You can print this out or rewrite it into your poetry portfolio. You will need to analyze the poem and describe the meaning of the poem in paragraph form. (A paragraph is 5-7 sentences.)
3. Research and choose a published poem about a social issue. You can print out or rewrite it into your poetry portfolio. You will need to analyze the poem and describe the meaning of the poem in paragraph form. (A paragraph is 5-7 sentences.)
4. Research and choose a published poem about family. You can print out or rewrite it into your poetry portfolio. You will need to analyze the poem and describe the meaning of the poem in paragraph form. (A paragraph is 5-7 sentences.)
5. Research and choose a published poem about courage. You can print out or rewrite it into your poetry portfolio. You will need to analyze the poem and describe the meaning of the poem in paragraph form. (A paragraph is 5-7 sentences.)
6. Research and choose a published poem that describes you. You can print it out or rewrite it into your poetry portfolio. You will need to explain, in detail, how the poem describes you.
7. Write a poem (any structure) about your experience as we practice social distancing. Include this in your poetry portfolio.
8. Include in your poetry portfolio your favorite song (school appropriate). You will need to analyze the song and describe the meaning of the song in paragraph form. (A paragraph is 5-7 sentences.)

Monday Assignment Checklist

- ___ Title Page (Title, Author is you, Illustration)
- ___ Conflict poem
- ___ Conflict analysis paragraph
- ___ Social issue poem
- ___ Social issue analysis paragraph

Tuesday Assignment Checklist

- ___ Family poem
- ___ Family analysis paragraph
- ___ Courage poem
- ___ Courage poem analysis

Thursday Assignment Checklist

- ___ Poem about you
- ___ Poem about you analysis

Friday Assignment Checklist

- ___ Social Distancing Poem
- ___ Song
- ___ Song analysis

Grade 7 Reference Sheet

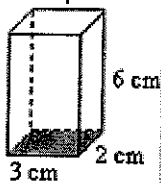
1 inch = 2.54 centimeters	1 kilometer = 0.62 miles	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Area (A)	
Triangle	$A = \frac{1}{2}bh$
Parallelogram	$A = bh$
Circle	$A = \pi r^2$
Circumference (C)	
Circle	$C = \pi d$ $C = 2\pi r$
Volume (V)	
General Prisms	$V = Bh$



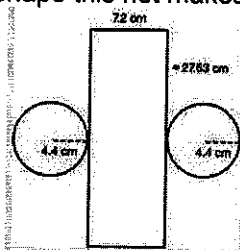
Monday

What is the surface area of this prism?



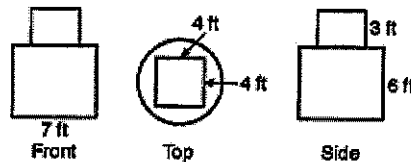
Tuesday

What is the volume of the shape this net makes?



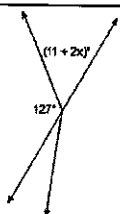
Wednesday

What is the volume of the composite figure with the dimensions shown in the three views? Round to the nearest tenth.

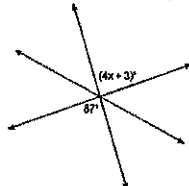


Thursday

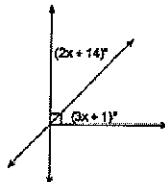
Find the value of x.



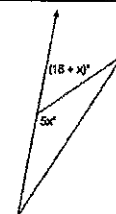
Find the value of x.



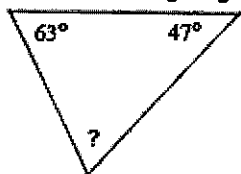
Find the value of x.



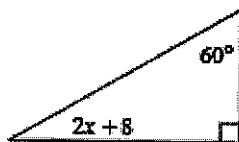
Find the value of x.



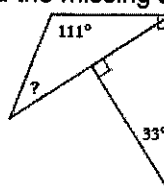
Find the missing angle.



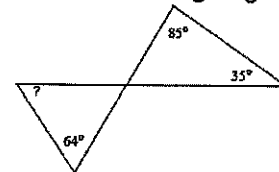
Find the value of x.



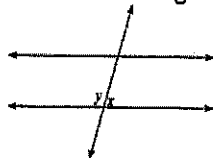
Find the missing angle.



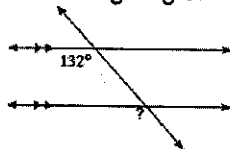
Find the missing angle.



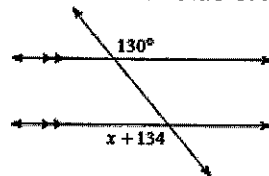
Identify the relationship between the angles.



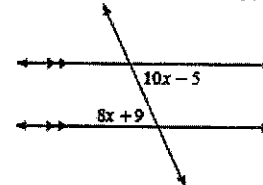
Find the measure of the missing angle.



Solve for the value of x.



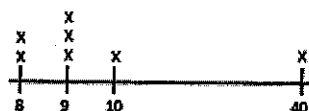
Solve for the value of x.



Which measure of central tendency is a better measurement of what a typical house in Smallville would cost?

Home	home #1	home #2	home #3	home #4	home #5	home #6	home #7
Cost	\$110,000	\$115,000	\$545,000	\$98,000	\$113,000	\$115,000	\$119,000

Mean < or = or > Median



So far Janet has 87, 92, 75 and 83 for her test grades. What is the highest her average could get with one more test?

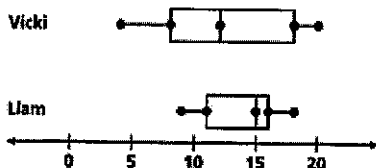
In a factory, a manager tests 250 products and finds defects in 7 of them. How many defects are likely going to be in a 10,000 unit order?

Becky surveyed the 32 shoppers who spent the most time and money at her boutique last month. Will this result in a representative sample?

Dr. Jon planned to reward his class with candy because everyone made an A on the test. He surveyed every 4th student that entered the class to find out which candy he should buy. Which type of sample did he use?

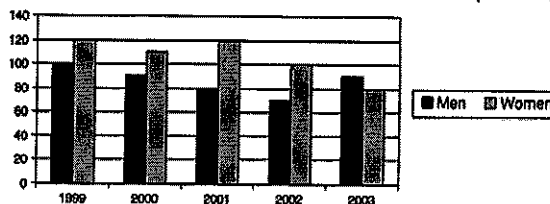
Hug Middle School has 640 students. Bill surveys a random sample of 35 students and finds that 14 of them have pet cats. Predict how many students at the school are likely to have cats.

Quiz scores of Vicki and Liam are shown. Who probably has the higher quiz average? Who has more consistent performances on quizzes?

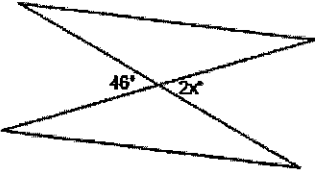
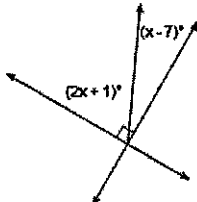
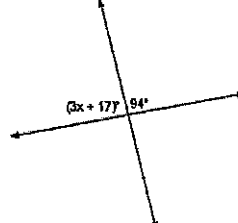
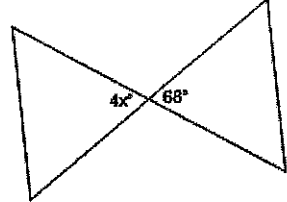
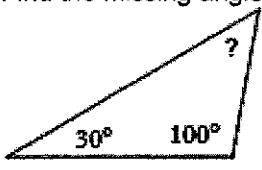
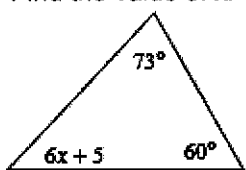
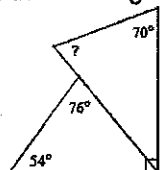
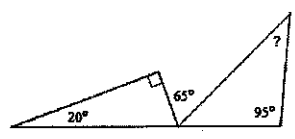
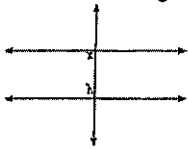
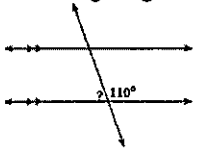
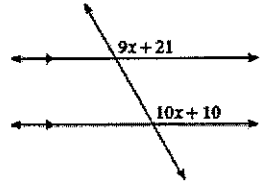
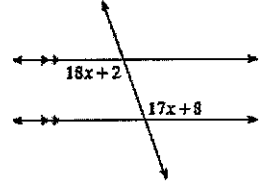
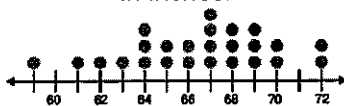
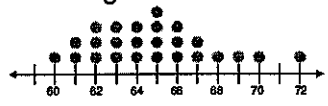



The chart below shows the average cost that each gender spends on their senior prom at the local high school.

- Approximately what was the biggest difference in spending between men and women?
- Between what two years did the biggest change happen for men's spending?
- What year had the smallest difference in spending?



A local craft store is selling different kinds of craft paint for \$2, \$3, \$2, \$15, and \$2. When placing an ad in the local paper, which measure of central tendency should it use to advertise?

Monday	Tuesday	Wednesday	Thursday																						
<p>Find the value of x.</p> 	<p>Find the value of x.</p> 	<p>Find the value of x.</p> 	<p>Find the value of x.</p> 																						
<p>Find the missing angle.</p> 	<p>Find the value of x.</p> 	<p>Find the missing angle.</p> 	<p>Find the missing angle.</p> 																						
<p>Identify the relationship between the angles.</p> 	<p>Find the measure of the missing angle.</p> 	<p>Solve for the value of x.</p> 	<p>Solve for the value of x.</p> 																						
<p>Jon's test grades are 67, 75, 73 and 69. What does he need to make on his next test to have a 73 average?</p>	<p>Is the mean or the median greater for the stem and leaf plot?</p> <table border="1" data-bbox="609 882 787 1039"> <tr> <td>1</td> <td>0, 1, 2, 3, 3, 5</td> </tr> <tr> <td>2</td> <td>7, 8, 8, 8</td> </tr> <tr> <td>3</td> <td>1, 1, 5, 6, 7, 9</td> </tr> <tr> <td>4</td> <td>0, 0, 3</td> </tr> </table>	1	0, 1, 2, 3, 3, 5	2	7, 8, 8, 8	3	1, 1, 5, 6, 7, 9	4	0, 0, 3	<p>What does a worker at the local pharmacy typically make according to this chart below?</p> <table border="1" data-bbox="836 892 1526 955"> <thead> <tr> <th>title</th> <th>cashier</th> <th>cashier</th> <th>stockperson</th> <th>stockperson</th> <th>technician</th> <th>pharmacist</th> </tr> </thead> <tbody> <tr> <td>hourly wages</td> <td>\$8.25</td> <td>\$7.50</td> <td>\$8.50</td> <td>\$7.80</td> <td>\$14.50</td> <td>\$55.00</td> </tr> </tbody> </table>		title	cashier	cashier	stockperson	stockperson	technician	pharmacist	hourly wages	\$8.25	\$7.50	\$8.50	\$7.80	\$14.50	\$55.00
1	0, 1, 2, 3, 3, 5																								
2	7, 8, 8, 8																								
3	1, 1, 5, 6, 7, 9																								
4	0, 0, 3																								
title	cashier	cashier	stockperson	stockperson	technician	pharmacist																			
hourly wages	\$8.25	\$7.50	\$8.50	\$7.80	\$14.50	\$55.00																			
<p>Jon polled the first 743 people who bought his new product at his store. Will this likely result in a biased sample?</p>	<p>Jim wants to conduct a survey to learn the favorite hobbies of students in his school. Which would be the <u>best</u> sample?</p> <p>A) His friends who are on the wrestling team B) His cousins who are students in the school C) Every 25th student who enters the school in the morning D) The students in his weight training class</p>		<p>Out of the 80 customers surveyed, 65 of them liked the iPhone the most. If 500 people were given the same survey, predict how many would prefer an Iphone?</p>																						
<p>Refer to the diagrams to the far right:</p> <p>A. Whose class had the higher mean? B. If Mr. Kim's shortest student switched with Mrs. Moore's tallest, would A still be true?</p>	<p>Refer to the diagrams to the right:</p> <p>A. Whose class had the highest mode? B. Which class has the smaller inner quartile range?</p>	<p>Mr. Kim's student's heights in inches.</p> 	<p>Mrs. Moore's student's heights in inches</p> 																						
<p>Mrs. Smalls takes up $\frac{3}{10}$ of the white board. If a student spits a spit ball at her, what is the probability that it does NOT hit her, but lands on the white board?</p>	<p>NEWS REPORT: There is a 0.45 chance of rain. Which is most true?</p> <p>A) It is unlikely that it will rain tomorrow B) It is neither likely nor unlikely that it will rain tomorrow</p>	<p>Order from least to most likely:</p> <p>a. The event is certain to happen. b. The event is just as likely to happen as not to happen. c. The event has no chance. d. The event could happen. e. The event is likely to happen.</p>	<p>Which will probably happen when you roll a die 300 times?</p> <p>A) 1 or 2 rolls about 50 times. B) 1 or 2 rolls exactly 50 times. C) An even number rolls about 150 times. D) An even number rolls exactly 150 times.</p>																						
<p>Chick-fil-a prints out a free sandwich coupon receipt every 7 receipts. What is the probability of not getting a coupon receipt?</p>	<p>The theoretical probability of spinning red is $\frac{3}{8}$. If someone spins the spinner a total of 50 times, how many times could they expect to land on red?</p>	<p>From the problem above, place the letters on the probability line:</p> 	<p>Experimental or Theoretical probability?</p> <p>Steven flips a coin several times to see how often heads occurs.</p>																						

The right side has an expression or equation in words and the left side has the answer. Students find the "Start" domino and continue matching until they reach the "End" domino. You can have students work on these individually, in pairs or in groups.

Start

Two more than a number.

$$x + 2$$

Jon's age decreased by seven.

The quotient of a number and 12.

$$a - 7$$

$$x \div 12$$

A number times 6 is 33.

$$6y = 33$$

Fifteen less than a number.

The product of 7 and a number is 54.

$$p - 15$$

$$7x = 54$$

Six less than a number.

$$j - 6$$

Two more than a number is 15.

The difference of 7 and a number.

$$x + 2 = 15$$

$$7 - p$$

Kim's weight increased by 15.

$$w + 15$$

Thirteen divided by a number is 20.

Half of Lou's height.

$$13 \div x = 20$$

$$h \div 2$$

The sum of
2 times a
number and
six is 78.

$$2x + 6 = 78$$

Fifteen
plus a
number
is 4.

$$15 + u = 4$$

The
product
of 2 and
a number
increased
by 6.

$$2(x + 6)$$

Joe's test
grade
plus 10 is
90.

$$x + 10 = 90$$

A
number
divided
by 7 is
45.

$$y \div 7 = 45$$

The
product
of 8 and a
number is
15.

$$8x = 15$$

The sum
of 15 and
a number.

$$15 + y$$

The
quotient
of 2 and
a number.

$$2 \div r$$

The
difference
of 6 and a
number.

$$6 - j$$

Twelve
times a
number
is 50.

$$12x = 50$$

The
product
of 5 and
a number
increased
by 5.

$$5y + 5$$

End

Week 1

Monday ~~AM~~



Name: _____

Unit 3: Equations & Inequalities

Date: _____ Per: _____

Homework 3: Two-Step Equations

**** This is a 2-page document! ****

Directions: Solve each equation. Check all solutions.

1. $3x - 4 = -31$

2. $33 = -2a + 7$

3. $\frac{w}{-4} + 17 = 9$

4. $-1 - 7p = 13$

5. $-5k - 16 = 39$

6. $-28 = \frac{r}{7} - 26$

7. $-14 = -11 + \frac{n}{5}$

8. $26 - f = 40$

9. $2.8k - 11 = 45$

10. $1 + \frac{r}{-1.5} = 9$

Week 2

THURSDAY



Name: _____

Unit 3: Equations & Inequalities

Date: _____ Per: _____

Homework 6: Multi-Step Equations
(Variables on Both Sides)

**** This is a 2-page document! ****

Directions: Solve each equation. Check all solutions.

1. $9x + 16 = 4x - 19$

2. $w - 6 = -4w - 11$

3. $4 - 6n = 60 - 2n$

4. $-7 + 11p = 3p - 47$

5. $3a - 28 - 7a = 10a$

6. $17 - 5r + 9r = -12 + 6r - 1$

(3)

Connect Game

Materials: two dice, two different colored cubes or markers

Directions:

- 1). Determine who goes first.
- 2). Player 1 rolls both dice. Go to the box that corresponds to your roll. For example, if you roll a 1 and 3 you can go to box 1, 3 or 3, 1. Player 1 solves the problem in the box. If you are correct, place your color marker in the box. If player 1 is incorrect, player 2 places their color marker in the box.
- 3). Next Player 2 rolls and solves their problem. The player that gets 4 in a row horizontally, vertically or diagonally first is the winner.

Notes:

If you roll a box that has been claimed you lose your turn.

If you roll a 6 you lose your turn.

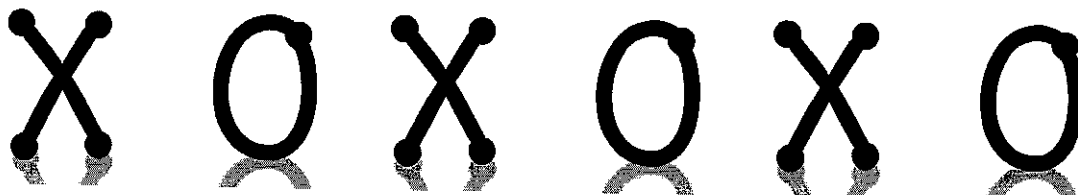
Adding Like Terms Connect Game

	1	2	3	4	5
1	$-4x^2 + 5x$	$-19y - (-4y)$	$10k^3 - 2k^3$	$6 + (-7x) + 4$	$-6b + (-3b) + 3$
2	$8x - 4 + 18x$	$-7b + 5b$	$10c - 17$	$-4 + 14p - 9$	$-5x - 7x$
3	$-12y + (-12) + 10y$	$-5p - 8p^2$	$-14k + 25k$	$89s^4 - 99s^4$	$63b + (-100)$
4	$13k - 12k + 9$	$-144x + (-246x)$	$5 + 7y - 63$	$-90u + 65u$	$-77x^2 - 56x^3$

Decimal Equations Tic Tac Toe

Work in pairs. One person is X and the other is Y. Player X starts first. Choose a problem on the board. Show work on another sheet of paper. Then Player Y needs to check the answer with a calculator. If the problem is correct put a big X in the box. Next Player Y chooses any problem available on the board. Follow the same steps. Continue taking turns until someone wins or there are no problems left. You win by getting four in a row, column, or diagonal. If no one gets 4 then the player with the most marks on the board wins.

$2.67x = -24.03$	$\frac{x}{2.1} = 8.54$	$2x - 12.5 = 98.7$	$0.68 + y = 0.21$
$-87.5 + h = -54.231$	$\frac{x}{0.4} = -9.8$	$P - 2.5 = -3.8$	$4x + 12.6 = 36.6$
$-\frac{k}{3.3} = -9.8$	$8.7 + h = -9.6$	$Y - 0.234 = 0.234$	$\frac{x}{3.4} - 76.9 = 8.9$
$f + 87.65 = 47.32$	$B - 0.15 = -0.38$	$\frac{m}{8.6} = -5.41$	$2.51x = 7.53$

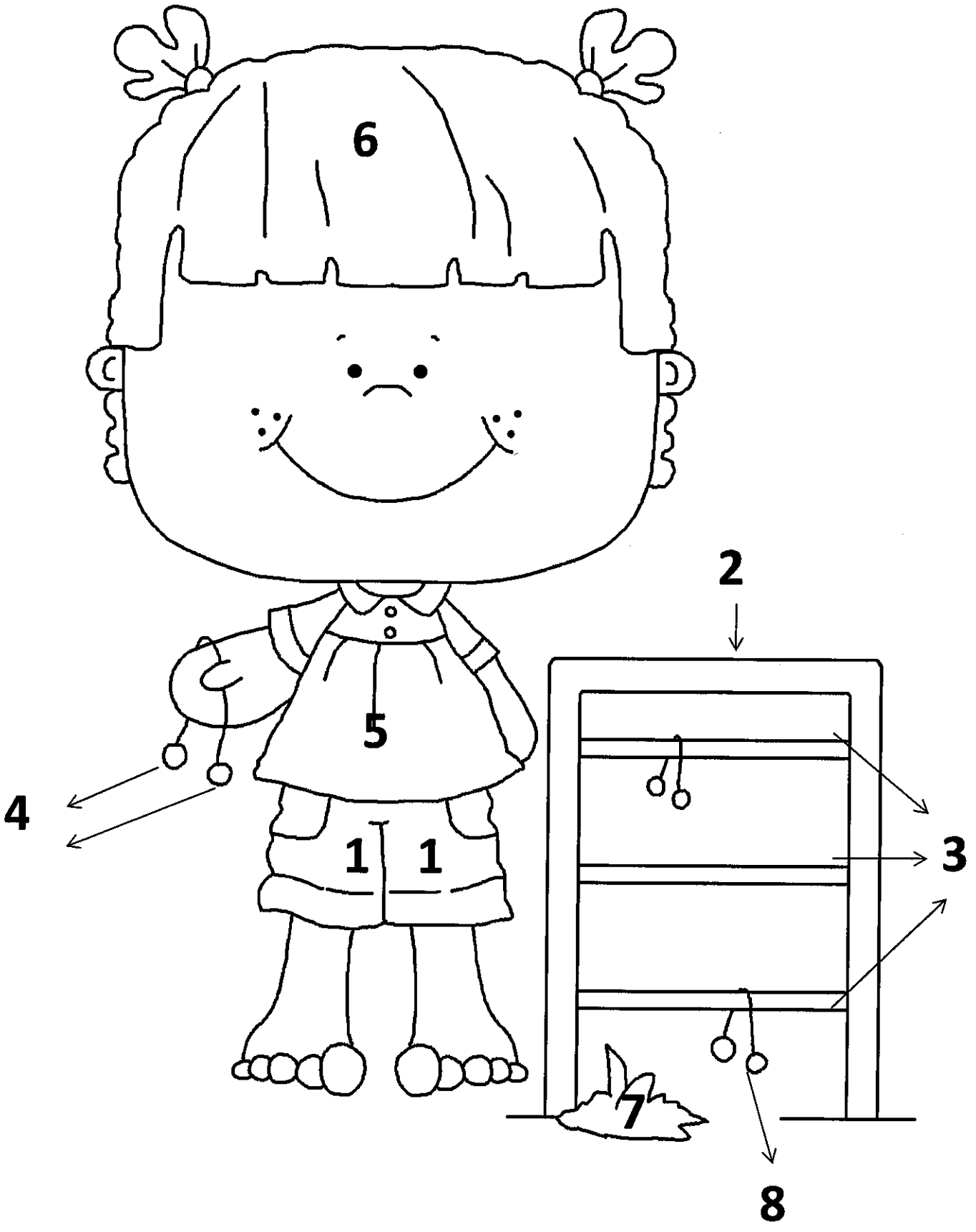


Name _____ Date _____

Multi-Step Equations

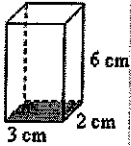
Solve each problem and circle your answer. Show your work in the space below the problem.
Find the problem on the coloring sheet and color each section with the color your circled.

#	Problem	Answer 1	Answer 2	Answer 3
1	$2x + 4 - 9x = 18$	2 Yellow	-3 Orange	-2 Blue
2	$3(2x + 6) = 36$	2 Yellow	3 Brown	6 Orange
3	$23y + 90 - 3y = -90$	-9 Black	9 Orange	18 Yellow
4	$3(n + 5) + 2 = 26$	3 Red	4 Pink	-3 Purple
5	$-4x + 9 - 12x - 5 = 68$	-4 Orange	4 Green	-16 Red
6	$4 - 2(g - 6) = -8$	17 White	12 Yellow	6 Blue
7	$y - 6 + 7y = 42$	8 Blue	5 Black	6 Green
8	$-8 + 2x + 7 - 5x = 23$	-6 Red	-7 Gray	-8 Purple

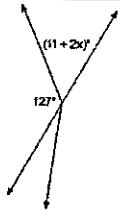


Monday

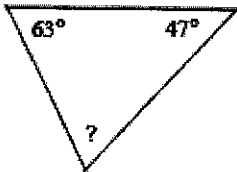
What is the surface area of this prism? 72m^2



Find the value of x . $x = 21$



Find the missing angle. 70°



Identify the relationship between the angles.
Supplementary

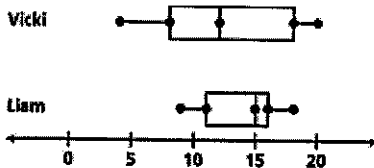


Which measure of central tendency is a better measurement of what a typical house in Smallville would cost? Median

Home	home #1	home #2	home #3	home #4	home #5	home #6	home #7
Cost	\$110,000	\$115,000	\$545,000	\$98,000	\$113,000	\$115,000	\$119,000

In a factory, a manager tests 250 products and finds defects in 7 of them. How many defects are likely going to be in a 10,000 unit order?
280

Quiz scores of Vicki and Liam are shown. Who probably has the higher quiz average? Liam Who has more consistent performances on quizzes? Liam

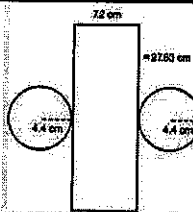


A local craft store is selling different kinds of craft paint for \$2, \$3, \$2, \$15, and \$2. When placing an ad in the local paper, which measure of central tendency should it use to advertise?
Median

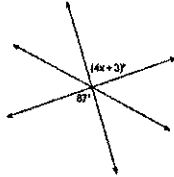
Median

Tuesday

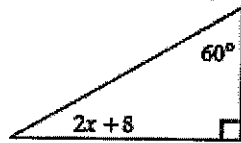
What is the volume of the shape this net makes?
 437.9cm^3



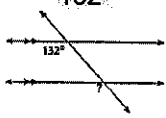
Find the value of x . $x = 21$



Find the value of x . $x = 11$

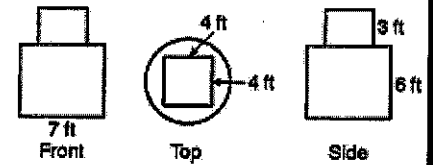


Find the measure of the missing angle.
 132°

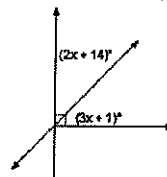


Wednesday

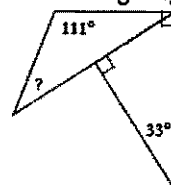
What is the volume of the composite figure with the dimensions shown in the three views?
Round to the nearest tenth. 278.9ft^3



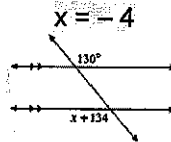
Find the value of x . $x = 15$



Find the missing angle. 36°

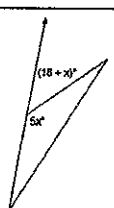


Solve for the value of x .
 $x = -4$

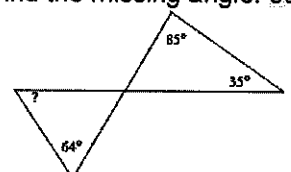


Thursday

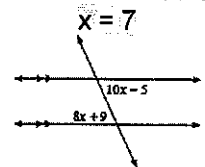
Find the value of x . $x = 27$



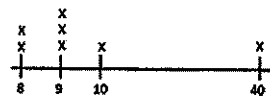
Find the missing angle. 56°



Solve for the value of x .
 $x = 7$



Mean < or = or > Median



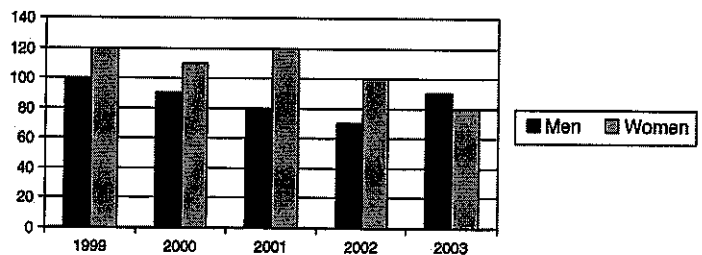
So far Janet has 87, 92, 75 and 83 for her test grades. What is the highest her average could get with one more test?
87.4

Dr. Jon planned to reward his class with candy because everyone made an A on the test. He surveyed every 4th student that entered the class to find out which candy he should buy. Which type of sample did he use?
Systematic

Hug Middle School has 640 students. Bill surveys a random sample of 35 students and finds that 14 of them have pet cats. Predict how many students at the school are likely to have cats. 256

The chart below shows the average cost that each gender spends on their senior prom at the local high school.

- Approximately what was the biggest difference in spending between men and women? \$40
- Between what two years did the biggest change happen for men's spending? 2002-2003
- What year had the smallest difference in spending? 2003



Monday	Tuesday	Wednesday	Thursday																						
<p>Find the value of x. $x = 23$</p>	<p>Find the value of x. $x = 32$</p>	<p>Find the value of x. $x = 23$</p>	<p>Find the value of x. $x = 17$</p>																						
<p>Find the missing angle. 50°</p>	<p>Find the value of x. $x = 7$</p>	<p>Find the missing angle. 70°</p>	<p>Find the missing angle. 40°</p>																						
<p>Identify the relationship between the angles.</p> <p>Same Side Interior</p>	<p>Find the measure of the missing angle. 70°</p>	<p>Solve for the value of x.</p> <p>$x = 11$</p>	<p>Solve for the value of x.</p> <p>$x = 6$</p>																						
<p>Jon's test grades are 67, 75, 73 and 69. What does he need to make on his next test to have a 73 average? 81</p>	<p>Is the mean or the median greater for the stem and leaf plot?</p> <table border="1"> <tr> <td>1</td> <td>0, 1, 2, 3, 3, 5</td> </tr> <tr> <td>2</td> <td>7, 8, 8, 8</td> </tr> <tr> <td>3</td> <td>1, 1, 5, 6, 7, 9</td> </tr> <tr> <td>4</td> <td>0, 0, 3</td> </tr> </table>	1	0, 1, 2, 3, 3, 5	2	7, 8, 8, 8	3	1, 1, 5, 6, 7, 9	4	0, 0, 3	<p>What does a worker at the local pharmacy typically make according to this chart below? $\\$8.25 - \\8.50</p> <table border="1"> <thead> <tr> <th>title</th> <th>cashier</th> <th>cashier</th> <th>stockperson</th> <th>stockperson</th> <th>technician</th> <th>pharmacist</th> </tr> </thead> <tbody> <tr> <td>hourly wages</td> <td>\$8.25</td> <td>\$7.50</td> <td>\$8.50</td> <td>\$7.80</td> <td>\$14.50</td> <td>\$55.00</td> </tr> </tbody> </table>		title	cashier	cashier	stockperson	stockperson	technician	pharmacist	hourly wages	\$8.25	\$7.50	\$8.50	\$7.80	\$14.50	\$55.00
1	0, 1, 2, 3, 3, 5																								
2	7, 8, 8, 8																								
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hourly wages	\$8.25	\$7.50	\$8.50	\$7.80	\$14.50	\$55.00																			
<p>Jon polled the first 743 people who bought his new product at his store. Will this likely result in a biased sample? No</p>	<p>Jim wants to conduct a survey to learn the favorite hobbies of students in his school. Which would be the <u>best</u> sample?</p> <p>A) His friends who are on the wrestling team B) His cousins who are students in the school C) Every 25th student who enters the school in the morning D) The students in his weight training class</p>		<p>Out of the 80 customers surveyed, 65 of them liked the iPhone the most. If 500 people were given the same survey, predict how many would prefer an iPhone? 406</p>																						
<p>Refer to the diagrams to the far right:</p> <p>A. Whose class had the higher mean? Kim B. If Mr. Kim's shortest student switched with Mrs. Moore's tallest, would A still be true? Yes</p>	<p>Refer to the diagrams to the right:</p> <p>A. Whose class had the highest mode? Kim B. Which class has the smaller inner quartile range? Kim</p>	<p>Mr. Kim's student's heights in inches.</p>	<p>Mrs. Moore's student's heights in inches.</p>																						
<p>Mrs. Smalls takes up $\frac{3}{10}$ of the white board. If a student spits a spit ball at her, what is the probability that it does NOT hit her, but lands on the white board? $\frac{7}{10}$</p>	<p>NEWS REPORT: There is a 0.45 chance of rain. Which is most true?</p> <p>A) It is unlikely that it will rain tomorrow B) It is neither likely nor unlikely that it will rain tomorrow</p>	<p>Order from least to most likely:</p> <p>a. The event is certain to happen. b. The event is just as likely to happen as not to happen. c. The event has no chance. d. The event could happen. e. The event is likely to happen. C, D, B, E, A</p>	<p>Which will probably happen when you roll a die 300 times?</p> <p>A) 1 or 2 rolls about 50 times. B) 1 or 2 rolls exactly 50 times. C) An even number rolls about 150 times. D) An even number rolls exactly 150 times.</p>																						
<p>Chick-fil-a prints out a free sandwich coupon receipt every 7 receipts. What is the probability of not getting a coupon receipt? $\frac{6}{7}$</p>	<p>The theoretical probability of spinning red is $\frac{3}{8}$. If someone spins the spinner a total of 50 times, how many times could they expect to land on red? 19 times</p>	<p>From the problem above, place the letters on the probability line:</p>	<p>Experimental or Theoretical probability?</p> <p>Steven flips a coin several times to see how often heads occurs.</p>																						

ANSWER KEYS

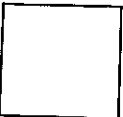
WIKIS HW

Name: _____

Unit 3: Equations & Inequalities

Date: _____ Per: _____

Homework 5: Multi-Step Equations
(Variables on One Side)



1) Combine "like terms"

2) Solve

**** This is a 2-page document! ****

Directions: Solve each equation. Check all solutions.

1. $3x - 8 - 8x = 42$

$$-5x - 8 = 42$$

$$+8 \quad +8$$

$$\underline{-5x = 50}$$

$$\boxed{x = -10}$$

$$3(-10) - 8 - 8(-10) = 42$$

$$-30 - 8 + 80 = 42$$

$$-38 + 80 = 42$$

$$42 = 42 \checkmark$$

2. $-29 = 9(-6k) - 2k - 14$

$$-29 = -54k - 2k - 14$$

$$+54 \quad +54$$

$$\underline{-24 = -8k}$$

$$\boxed{3 = k}$$

$$-29 = -5 - 8(3)$$

$$-29 = -5 - 24$$

$$-29 = -29 \checkmark$$

3. $-57 = 3(y - 7)$

Distributive Prop.

$$-57 = 3y - 3(7)$$

$$-57 = 3y - 21$$

$$+21 \quad +21$$

$$\underline{-36 = 3y}$$

$$\boxed{-12 = y}$$

$$-57 = 3(-12 - 7)$$

$$-57 = 3(-19)$$

$$-57 = -57 \checkmark$$

4. $-8(2m + 5) = 8$

Distributive Prop.

$$-8(2m) - 8(5) = 8$$

$$-16m - 40 = 8$$

$$+40 \quad +40$$

$$\underline{-16m = 48}$$

$$\boxed{m = -3}$$

$$-8[2(-3) + 5] = 8$$

$$-8[-6 + 5] = 8$$

$$-8(-1) = 8$$

$$8 = 8 \checkmark$$

5. $7(2a - 3) - 5a = -3$

$$7(2a) + 7(-3) - 5a = -3$$

$$\underline{14a - 21 - 5a = -3}$$

$$9a - 21 = -3$$

$$+21 \quad +21$$

$$\underline{9a = 18}$$

$$\boxed{a = 2}$$

$$7(4 - 3) - 10 = -3$$

$$7(1) - 10 = -3$$

$$7 - 10 = -3$$

$$-3 = -3 \checkmark$$

6. $19 = -23 + 6(2 - p)$

$$19 = -23 + 6(2) + 6(-p)$$

$$19 = -23 + 12 - 6p$$

$$19 = -11 - 6p$$

$$+11 \quad +11$$

$$\underline{30 = -6p}$$

$$\boxed{-5 = p}$$

$$19 = -23 + 6(2 - (-5))$$

$$19 = -23 + 6(7)$$

$$19 = -23 + 42$$

$$19 = 19 \checkmark$$



Name: _____

Unit 3: Equations & Inequalities

Date: _____ Per: _____

Homework 6: Multi-Step Equations
(Variables on Both Sides)

**** This is a 2-page document! ****

Directions: Solve each equation. Check all solutions.

1. $9x + 16 = 4x - 19$

$-4x - 16 - 4x - 16$

$5x = -35$

$x = -7$

$9(-7) + 16 = 4(-7) - 19$

$-63 + 16 = -28 - 19$

$-47 = -47 \checkmark$

2. $w - 6 = -4w - 11$

$+4w + 6 - 4w + 6$

$5w = -5$

$w = -1$

$-1 - 6 = -4(-1) - 11$

$-7 = 4 - 11$

$-7 = -7 \checkmark$

3. $4 - 6n = 60 - 2n$

$-4 + 2n - 4 + 2n$

$4n = 56$

$n = -14$

$4 - 6(-14) = 60 - 2(-14)$

$4 + 84 = 60 + 28$

$88 = 88 \checkmark$

4. $-7 + 11p = 3p - 47$

$+7 - 3p - 3p + 7$

$8p = -40$

$p = -5$

$-7 + 11(-5) = 3(-5) - 47$

$-7 - 55 = -15 - 47$

$-62 = -62 \checkmark$

5. $3a - 28 - 7a = 10a$

$-4a - 28 = 10a$

$+4a + 4a$

$-28 = 14a$

$-2 = a$

$-4(-2) - 28 = 10(-2)$

$8 - 28 = -20$

$-20 = -20 \checkmark$

6. $17 - 5r + 9r = -12 + 6r - 1$

$17 + 4r = -6r - 1$

$+17 + 6r + 6r - 17$

$10r = -18$

$r = -1.8$

$17 + 4(-1.8) = -6(-1.8) - 1$

$17 - 7.2 = 10.8 - 1$

$9.8 = 9.8 \checkmark$

Answer Key

Adding Like Terms Connect Game

	1	a	3	4	5
1	$-4x^2 + 5x$ $-4x^2 + 5x$	$-19y - (-4y)$ $-15y$	$10k^3 - 2k^3$ $8k^3$	$6 + (-7x) + 4$ $-7x + 10$	$-6b + (-3b) + 3$ $-9b + 3$
a	$8x - 4 + \underline{18x}$ $26x - 4$	$-7b + 5b$ $-2b$	$10c - 17$ $10c - 17$	$-4 + 14p - 9$ $14p - 13$	$-5x - 7x$ $-12x$
3	$\underline{-12y} + (-12) + \underline{10y}$ $-2y + (-12)$	$-5p - 8p^2$ $-5p - 8p^2$	$-14k + 25k$ $11k$	$89s^4 - 99s^4$ $-10s^4$	$63b + (-100)$ $63b + (-100)$
4	$\underline{13k} - \underline{12k} + 9$ $k + 9$	$-144x + (-246x)$ $-390x$	$5 + 7y - 63$ $7y - 58$	$-90u + 65u$ $-25u$	$-77x^2 - 56x^3$ $-77x^2 - 56x^3$

Decimal Equations Tic Tac Toe

Work in pairs. One person is X and the other is Y. Player X starts first. Choose a problem on the board. Show work on another sheet of paper. Then Player Y needs to check the answer with a calculator. If the problem is correct put a big X in the box. Next Player Y chooses any problem available on the board. Follow the same steps. Continue taking turns until someone wins or there are no problems left. You win by getting four in a row, column, or diagonal. If no one gets 4 then the player with the most marks on the board wins.

$2.67x = -24.03$ $X = -9$	$\frac{x}{2.1} = 8.54$ $X = 17.934$	$2x - 12.5 = 98.7$ $X = 55.6$	$0.68 + y = 0.21$ $Y = -0.47$
$-87.5 + h = -54.231$ $H = 33.269$	$\frac{x}{0.4} = -9.8$ $X = -3.92$	$P - 2.5 = -3.8$ $P = -1.3$	$4x + 12.6 = 36.6$ $X = 6$
$-\frac{k}{3.3} = -9.8$ $K = 32.34$	$8.7 + h = -9.6$ $H = -18.3$	$Y - 0.234 = 0.234$ $Y = 0.468$	$\frac{x}{3.4} - 76.9 = 8.9$ $X = 291.72$
$f + 87.65 = 47.32$ $f = -40.33$	$B - 0.15 = -0.38$ $B = -0.23$	$\frac{m}{8.6} = -5.41$ $M = -46.526$	$2.51x = 7.53$ $X = 3$



Name _____ Date _____

Multi-Step Equations

Solve each problem and circle your answer. Show your work in the space below the problem.
Find the problem on the coloring sheet and color each section with the color your circled.

#	Problem	Answer 1	Answer 2	Answer 3
1	$2x + 4 - 9x = 18$	2 Yellow	-3 Orange	-2 Blue
2	$3(2x + 6) = 36$	2 Yellow	3 Brown	6 Orange
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7	$y - 6 + 7y = 42$	8 Blue	5 Black	6 Green
8	$-8 + 2x + 7 - 5x = 23$	-6 Red	-7 Gray	-8 Purple



THE BLACK DEATH



The Black Death (also known as the Bubonic Plague or Black Plague) was one of the most devastating disease outbreaks in human history, peaking in Europe between 1348 and 1350, and killing between 75 million and 200 million people.

In the early 1330's an outbreak of deadly bubonic plague occurred in China and travelled along the Silk Road where it was brought to Europe.. It mainly affected rats, but fleas on the rats can transmit the disease to people. Once infected, people infect others very rapidly. Plague causes fever and a painful swelling of the lymph glands

(called buboes in Greek), which is why it was called the Bubonic Plague. It came to be called the Black Death because of the black spots that formed on the skin of diseased people. The plague is estimated to have killed 30 to 60 percent of Europe's population and killed about 100 million people.

The first sign of the plague was often an ache in the limbs. The lymph nodes would then swell. The lymph nodes are glands found in the neck, armpits, and groin. The swelling continued for three or four days until the lymph nodes burst.

The swiftness of the disease, the enormous pain and the grotesque appearance of its victims served to make the plague especially terrifying. Death from the plague was horrible, but swift. The Italian writer Boccaccio said victims often "ate lunch with their friends, and ate dinner with their ancestors in paradise."

Friars and nuns were left to care for the sick, and monasteries and convents were soon deserted, as they were stricken, too. Europeans were susceptible to disease because many people lived in crowded surroundings in an era when personal hygiene was not considered important. Europeans often ate stale or diseased meat because refrigeration had not yet been invented. At the time, medieval medicine was primitive and unable to remedy an illness that modern technology might have cured. People were even advised not to bathe because open skin pores might let in the disease.

The feudal system never recovered from the results of the plague. So many people died that there were serious labor shortages all over Europe. By the end of the 1300's, peasant revolts broke out in England, France, Belgium and Italy. Entire villages had been sickened, forcing the few remaining survivors to move to cities to find work. Labor shortages caused by the death toll led to increased wages. Feudal lands were often converted to grazing because grazing required less labor than farming. The need for a public response to the health crisis led to the development of more modern government in many places.

Name _____ Answer Key _____



THE BLACK DEATH



Directions: *After completing the reading, answer the following questions.*

1. Where did the Black Death begin?
 - a. India
 - b. Japan
 - c. China
 - d. America
2. What were the first symptoms of the Plague?

The first sign of the plague was often an ache in the limbs. The lymph nodes would then swell and swelling continued for three or four days until the lymph nodes burst.

3. What made the disease especially terrifying?

The swiftness of the disease, the enormous pain and the grotesque appearance of its victims served to make the plague especially terrifying.

4. About how much of Europe's population was killed by the Black Death?
 - a. 5-10%
 - b. 10-20%
 - c. 30-60%
 - d. 80-90%

5. Why were Europeans susceptible to the plague?

Medieval medicine had nothing to combat it and many people lived in crowded surroundings in an era when personal hygiene was not considered important. Europeans often ate stale or diseased meat because refrigeration had not yet been invented. People were advised to not bathe because open skin pores might let in the disease.

6. What effect did the Black Death have on the feudal system?

So many people died that there were serious labor shortages all over Europe. Survivors moved to cities to find work. Labor shortages led to increased wages. Feudal lands were often converted to grazing because grazing required less labor than farming.

7. What eventual positive effects did the Black Death have?

The need for a public response to the health crisis led to the development of more modern government in many places.

Independent Study Questions for 7th Science

Multiple Choice

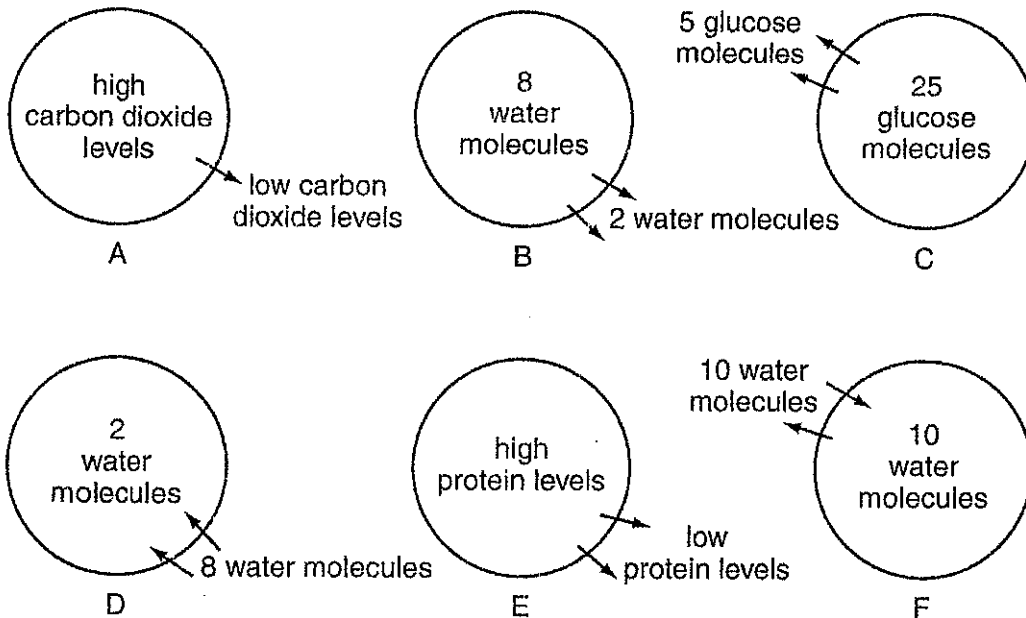
Identify the choice that best completes the statement or answers the question.

- _____ 1. Electrons are found where?
 - a. outside cells
 - b. inside cells
 - c. outside atoms
 - d. inside atoms

- _____ 2. Which best explains the function of a cell membrane?
 - a. offers protection from the outside environment
 - b. provides a framework to help the cell move
 - c. transforms energy in the cell into ATP
 - d. removes viruses from inside the cell

- _____ 3. Which organelle prepares proteins into vesicles to transport from one area of a cell to another?
 - a. Golgi apparatus
 - b. chloroplasts
 - c. mitochondrion
 - d. rough endoplasmic reticulum

- _____ 4. Which substance is released as a waste product during photosynthesis?
 - a. glucose
 - b. carbon dioxide
 - c. cytoplasm
 - d. oxygen



- _____ 5. Diagram D is an example of _____.
 - a. exocytosis
 - b. active transport
 - c. osmosis
 - d. equilibrium

- _____ 6. Which type of cell divides by the cell membrane pinching together until the two cells split apart?
 - a. animal
 - b. plant
 - c. mineral
 - d. chromosomal

Name: _____

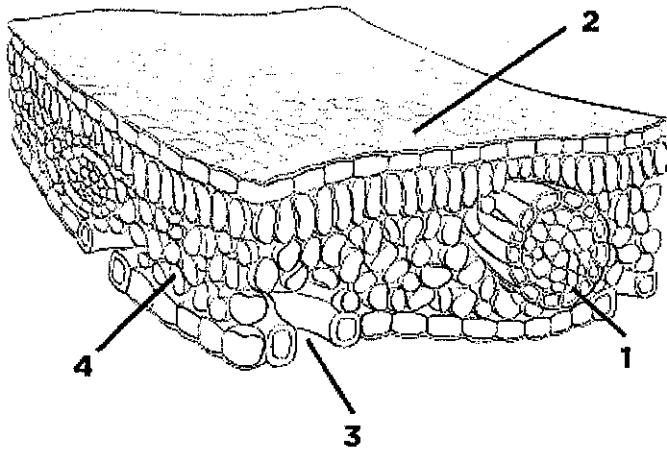
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- _____ 7. Connective tissue serves which purpose in a multicellular organism?
- transports water and nutrients
 - provides structure and support
 - carries messages to and from the brain
 - forms the protective outer layer of skin
- _____ 8. Chromosome pairs separate in this phase of meiosis.
- prophase I
 - metaphase I
 - anaphase I
 - telophase I
- _____ 9. In which phase of meiosis does the membrane surrounding the nucleus break apart.
- prophase I
 - metaphase I
 - anaphase I
 - telophase I
- _____ 10. In which phase of meiosis II does the nucleolus disappear.
- prophase II
 - metaphase II
 - anaphase II
 - telophase II
- _____ 11. How many times does a body cell divide during mitosis?
- 0
 - 1
 - 2
 - 3
- _____ 12. Gregor Mendel studied heredity using _____ plants.
- rose
 - pea
 - maize
 - tundra
- _____ 13. What type of inheritance determines eye color?
- incomplete dominance
 - codominance
 - multiple alleles
 - polygenic inheritance
- _____ 14. Proteins are made with the help of _____.
- DNA
 - RNA
 - PNA
 - MNA
- _____ 15. Mutations cause changes in _____.
- protons
 - proteins
 - electrons
 - neutrons
- _____ 16. _____ are remains of life from an earlier time.
- Sedimentary rocks
 - Fossils
 - Variations
 - Limestones
- _____ 17. The nervous system takes in information through _____.
- endocrine
 - nerves
 - neurons
 - reflexes

Name: _____

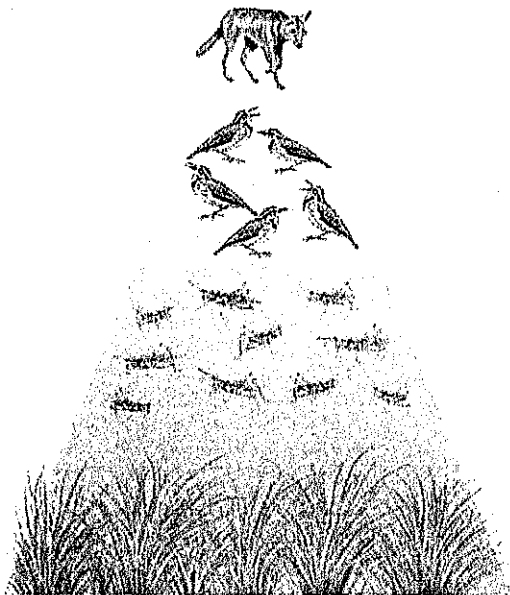
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- _____ 18. Which number from the image below represents the part of a plant leaf used to move gases in and out of the plant?



- a. 1
b. 2
c. 3
d. 4
- _____ 19. Water enters plants through the _____.
a. surface of leaves
b. roots
c. tips of the stems
d. stomata
- _____ 20. Would the carrying capacity of an area for a species be effected by the other species that live in the same area?
a. No, each species is separate.
b. Only if the species in question and the second species eat the same food.
c. Only in the winter when food and shelter are more scarce.
d. Yes, all the populations in a community effect each other.
- _____ 21. Where do producers obtain energy?
a. from the Sun or chemicals in the environment
b. from eating plants
c. from sunlight and moonlight
d. from the minerals in the ground where they are growing
- _____ 22. An organism that cannot convert light or chemical energy into food must obtain its energy in what way?
a. eat food
b. drink water
c. stay in the sun
d. soak it up from the soil

____ 23. Why are there fewer organisms in each level as you go up the energy pyramid shown below?



- a. There is more energy available at higher levels.
- b. Higher levels have more mean animals.
- c. There is less energy available at higher levels.
- d. Coyotes get hungrier.

____ 24. When atoms rearrange and bond into new substances, the process is called a _____.

- a. physical change
- b. mixture
- c. solution
- d. reaction

____ 25. The ability of a pond to freeze over in winter is a _____.

- a. physical property
- b. chemical property
- c. physical change
- d. chemical change

____ 26. Approximately how many elements are metals?

- a. half of the periodic table
- b. one-third of the periodic table
- c. three-fourths of the periodic table
- d. all of the periodic table

____ 27. The radius of silicon (Si) atom is 110 pm. What is its circumference?

- a. 69.08 pm
- b. 690.8 pm
- c. 34.54 pm
- d. 345.4 pm

____ 28. Which elements have properties of both metals and nonmetals?

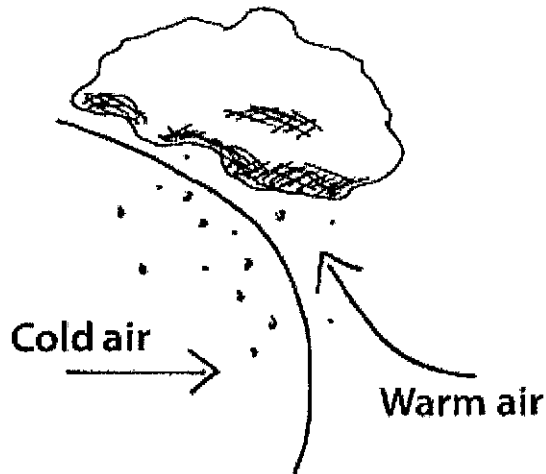
- a. gases
- b. metalloids
- c. metals
- d. nonmetals

Name: _____

ID: A

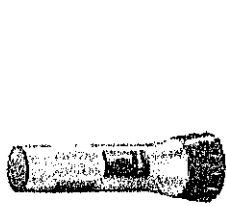
- _____ 29. Among the alkali metals, the tendency to react with other substances _____.
- a. does not vary greatly among the members of the group
 - b. increases from top to bottom within the group
 - c. varies in an unpredictable way within the group
 - d. decreases from top to bottom within the group
- _____ 30. A halogen is an element that can react with a metal and form _____.
- a. a salt
 - b. a liquid
 - c. metal
 - d. sulfur
- _____ 31. Which elements are located between the metals and the nonmetals on the periodic table?
- a. halogens
 - b. metalloids
 - c. noble gases
 - d. synthetics
- _____ 32. Geothermal energy comes from _____.
- a. the Sun
 - b. Earth's interior
 - c. Earth's crust
 - d. Earth's atmosphere
- _____ 33. Which makes up most of Earth's core?
- a. gases
 - b. metal
 - c. rock
 - d. water
- _____ 34. Which of the following is NOT an example of chemical weathering?
- a. frost wedging
 - b. acid rain
 - c. iron and minerals mixed in the atmosphere
 - d. gases in the atmosphere
- _____ 35. In which type of climate does soil form the fastest?
- a. warm, wet climates
 - b. warm, dry climates
 - c. cool, wet climates
 - d. cool, dry climates
- _____ 36. The air above the _____ rises because it has low density and low pressure.
- a. north pole
 - b. south pole
 - c. equator
 - d. arctic circle
- _____ 37. A severe weather warning means _____.
- a. the conditions are right for severe weather, but it is not occurring yet
 - b. severe weather is occurring
 - c. severe weather has passed through and it is now safe to go outside
 - d. it is the season during which the type of severe weather concerned occurs
- _____ 38. Areas of low-pressure usually have _____.
- a. cloudy weather
 - b. good weather
 - c. descending air
 - d. none of the above

Use the diagram to answer the questions.



- _____ 39. What type of weather is associated with this type of front?
- widespread precipitation
 - light winds and precipitation
 - intense precipitation and thunderstorms
 - strong winds and heavy precipitation
- _____ 40. A gas that increases the greenhouse effect is _____.
- hydrogen
 - carbon dioxide
 - oxygen
 - none of the above
- _____ 41. Which of the following materials do scientists NOT use to study past climates?
- ice cores
 - fossilized pollen
 - growth rings of trees
 - current volcanic lava flows
- _____ 42. Which of the following is an example of a contact force?
- you can push metal filings around with a magnet
 - holding your pencil
 - a ball falls toward Earth
 - lift hair using a balloon that has been charged

- _____ 43. A light source is shining on a vertical surface or a slanted surface as shown below. Which statement is correct?



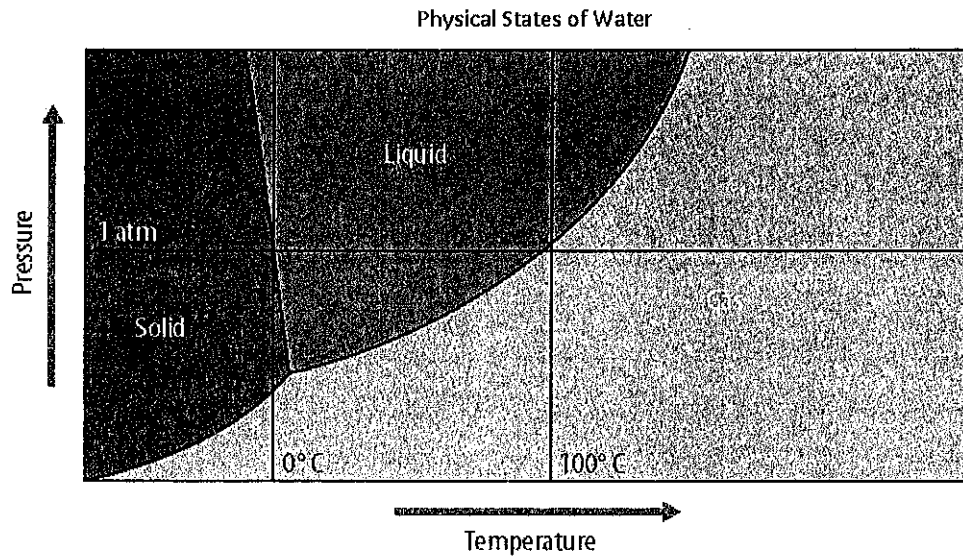
Surface is vertical.



Surface is tilted.

- The light energy that hits the vertical surface is stronger because it is concentrated on a smaller area.
 - The light energy that hits the vertical surface is weaker because it is concentrated on a smaller area.
 - The light energy that hits the slanted surface is stronger because it is concentrated on a larger area.
 - The light energy that hits the slanted surface is stronger because it is concentrated on a smaller area.
- _____ 44. A *solstice* is a day when _____.
- Earth's rotation axis is most toward the Sun.
 - Earth's rotation axis is most away from the Sun.
 - Earth's rotation axis is neither leaning toward or away from the Sun.
 - Both a and b are correct.
- _____ 45. Which is true?
- You can see both lunar and solar eclipses from outside the shadow.
 - You can see neither lunar and solar eclipses from outside the shadow.
 - You can see only lunar eclipses from outside the shadow.
 - You can see only solar eclipses from outside the shadow.
- _____ 46. The outer planets rotate _____ the inner planets
- more quickly than
 - more slowly than
 - at about the same rate as
 - in no predictable way from

___ 47. Based on the graph, as temperature increases, water is more likely to exist as which of the following?



- | | |
|-----------|----------|
| a. solid | c. gas |
| b. liquid | d. 1 atm |

___ 48. Algae are _____.

- | | |
|-----------------------|-------------------------|
| a. plantlike protists | c. non-living |
| b. fossils | d. found only in oceans |

___ 49. Which is needed to make microalgae-based biodiesel an affordable fuel alternative?

- more government funding
- available land near coal-burning power plants
- more commercial biofuel companies
- all of the above

___ 50. A prediction or statement that can be tested is _____.

- | | |
|-------------------|-----------------|
| a. a conclusion | c. a control |
| b. an observation | d. a hypothesis |

Quick Vocabulary

Lesson 1

equator imaginary line that divides Earth into its northern and southern hemispheres

equinox day when Earth's axis is not leaning toward or away from the Sun

orbit path an object follows as it moves around another object

revolution motion of an object around another object

rotation spinning motion

rotation axis line on which an object rotates

solstice day when Earth's rotation axis is the most toward or away from the Sun

Lesson 2

maria large, dark, flat areas on the Moon

phase lit part of the Moon or a planet that can be seen from Earth

waning phase occurs when less of the Moon's near side is lit each night

waxing phase occurs when more of the Moon's near side is lit each night

Content Practice A

LESSON 1

Earth's Motion

Directions: Complete the chart by writing each statement in the correct space.

- Earth spins on its rotation axis in a counterclockwise direction.
- One Earth day equals 24 hours.
- It takes approximately one year to orbit the Sun.
- If the gravity between Earth and the Sun somehow stopped, Earth would fly off into space in a straight line.
- Each day the Sun appears to move from east to west across the sky.
- Changes in the seasons are caused by changes in the amount of sunlight striking Earth.
- Summer and winter are opposite seasons in the northern and southern hemispheres.
- Earth moves around the Sun.
- Earth moves in a counterclockwise motion.

Earth's Rotation	Earth's Revolution	Tilt of Earth on Its Axis
•	•	•
•	•	•
•	•	•

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Content Vocabulary

LESSON 1

Earth's Motion

Directions: Explain the differences between/among each set of terms. Then explain how the terms in each set are related.

Terms	What is the difference between/among the terms?	How are the terms related?
Revolution, rotation		
Orbit, revolution		
Rotation, rotation axis, equator		
Solstice, equinox		

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Content Vocabulary

LESSON 2

Earth's Moon

Directions: Answer each question or respond to each statement on the lines provided. You must include the terms below in your answer or response.

maria **phase** **waning phase** **waxing phase**

1. When does the waxing phase of the Moon occur?

2. Define *phase*.

3. Describe *maria*.

4. When does the waning phase of the Moon occur?

Enrichment**LESSON 2**

Earth's Moon

The surface of the Moon is different from the surface of Earth. The Moon has little or no water on its surface. Volcanic activity ceased long ago. No wind, erosion, or atmosphere are present. Yet the surface of the Moon has at least four interesting features.

Terrae

The surface of the Moon has areas of low elevation, high elevation, and craters. The areas of high elevation are called highlands. You see these as the bright areas of a full moon. They are also known as lunar *terrae*, the Latin word for “land.”

Craters

The highlands are covered with impact craters made by meteorites. Because there is no blowing wind, flowing water, or shifting tectonic plates on the Moon, impact craters rarely change. There are two ways they can change, even if slightly—through human activity and by another cosmic hit. Some craters are as large as 1,000 km across. These were violent impacts that greatly affected the topography of the Moon.

Maria

The Moon may be geologically inactive now, but it has not always been inactive.

Applying Critical-Thinking Skills

Directions: Respond to each statement.

1. **Explain** how early astronomers could mistake the maria for seas.
2. **Compare** the cratered surface of the Moon to the surface of Earth. Explain why the Moon has so many craters and why very few would be observable on Earth, even if Earth were bare.
3. **Hypothesize** why human artifacts on the Moon might need to be protected.

Looking up at a full moon, you can see smooth, dark areas. These markings lead some to see a face, or “the man in the Moon.” These are areas of low elevation that were filled by lava flows. There is some speculation that lava flows filled some enormous impact craters. The impacts would have been violent enough to crack the Moon’s crust and release lava over its surface.

When Galileo first identified the surface characteristics of the Moon, he and other scientists of the day thought they were looking at land (*terrae*) and that the smooth lowlands were large seas. That is why we have the name *maria* (MAHR ee uh; singular *mare*), meaning “seas.”

Footprints

Though the Moon has never had native inhabitants, it has many archaeological treasures. There are flags, plaques, rover tracks, footprints, and food bags left by astronauts on its surface. Archaeologists want to preserve the rover tracks and the first human footprints on another world by designating the landing site as a National Historic Landmark.

Quick Vocabulary

Lesson 1

astronomical unit (AU) Earth's average distance from the Sun, nearly 150 million km

dwarf planet orbits the Sun and is nearly spherical in shape, but shares its orbital path with other objects of similar size

meteor streak of light created when a meteoroid enters Earth's atmosphere

meteorite meteoroid that strikes Earth

meteoroid solar system object that is smaller than an asteroid or a comet

planet orbits the Sun, is large enough to be nearly spherical in shape, and has no other large object in its orbital path

satellite object that orbits a larger object other than a star

silicates compounds composed mostly of silicon and oxygen, with smaller amounts of other atoms

Lesson 2

astrobiology study of the origin, development, distribution, and future of life in the universe

geyser warm spring that sometimes ejects a jet of liquid water or water vapor into the air

organic relating to carbon compounds in living organisms

Content Vocabulary

LESSON 1

Our Solar System

Directions: On each line, write the term from the word bank that correctly completes each sentence. NOTE: You may need to change a term to its plural form.

astronomical unit	dwarf planet	meteor	meteorite
meteoroid	planet	satellite	silicates

1. Rocks are denser than ice and are made mostly of _____.

2. Pluto orbits the Sun and is nearly spherical, but it shares its orbital path with other objects of similar size, so it is a(n) _____.

3. Earth's average distance from the Sun, about 150 million km, is called a(n) _____.

4. Because it orbits Earth—an object larger than itself and not a star—the Moon is an example of a(n) _____.

5. The Hoba in Namibia, Africa, is an example of a(n) _____.

6. Referring to a streak of light, the term _____ comes from a Greek word that means "high up."

7. Because it orbits the Sun, is large enough to be nearly spherical, and has no other large object in its orbital path, Mars is an example of a(n) _____.

8. _____ are solar system objects that are smaller than asteroids or comets.

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School to Home

LESSON 1

Our Solar System

In this activity, you will make models of planets, the Sun, and other objects in the solar system. You will need a large, uninflated round balloon and a golf ball. You may also need your textbook to help you answer some of the questions.

- 1. Inflate the balloon until it is almost filled with air. Tightly tie the neck of the balloon.
- 2. **Compare** the balloon and the golf ball. Which object models the inner planets? Which object models the outer planets? Explain your answer.

- 3. **Explain** why the inner planets are made of rock and metal.

- 4. **Explain** why the outer planets are icy.

- 5. **Choose** another object in your home that you could use to model the Sun. Write the name of the object here and explain how it models the Sun.

- 6. Find other objects around your home that can model the asteroids and dwarf planets. **List** the items here. Next to each, write the solar system object that it models.

- 7. Gather some other balloons and golf balls. Use them and the other materials you listed in step 6 to make a model of the whole solar system on a large tabletop or on the floor.

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Content Vocabulary

LESSON 2

Life in the Solar System

Directions: Answer each question or respond to each statement on the lines provided. You must include the terms below in your answer.

astrobiology geyser organic

1. What is a geyser?

2. As related to a resource beneath the surface, why are the geysers on Enceladus and other moons important?

3. Define *organic*.

4. What do all molecules that provide nourishment for life on Earth contain? What type of molecules are these? Why are they important?

5. What is astrobiology?

6. **Explain** how studying life on Earth helps scientists who specialize in astrobiology.

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Identifying State Capitals

Name: _____

ermine which state capital belongs to each state.

A. Annapolis	N. Pierre	AA. Jefferson City	NN. Hartford
B. Indianapolis	O. Saint Paul	BB. Atlanta	OO. Lansing
C. Concord	P. Baton Rouge	CC. Santa Fe	PP. Bismarck
D. Salem	Q. Providence	DD. Lincoln	QQ. Little Rock
E. Austin	R. Boise	EE. Montpelier	RR. Carson City
F. Albany	S. Madison	FF. Salt Lake City	SS. Des Moines
G. Augusta	T. Trenton	GG. Cheyenne	TT. Columbus
H. Phoenix	U. Honolulu	HH. Raleigh	UU. Frankfort
I. Nashville	V. Columbia	II. Springfield	VV. Jackson
J. Denver	W. Charleston	JJ. Helena	WW. Juneau
K. Boston	X. Olympia	KK. Richmond	XX. Sacramento
L. Harrisburg	Y. Tallahassee	LL. Topeka	
M. Montgomery	Z. Oklahoma City	MM. Dover	

1) _____ Alabama	18) _____ Louisiana	35) _____ Ohio
2) _____ Alaska	19) _____ Maine	36) _____ Oklahoma
3) _____ Arizona	20) _____ Maryland	37) _____ Oregon
4) _____ Arkansas	21) _____ Massachusetts	38) _____ Pennsylvania
5) _____ California	22) _____ Michigan	39) _____ Rhode Island
6) _____ Colorado	23) _____ Minnesota	40) _____ South Carolina
7) _____ Connecticut	24) _____ Mississippi	41) _____ South Dakota
8) _____ Delaware	25) _____ Missouri	42) _____ Tennessee
9) _____ Florida	26) _____ Montana	43) _____ Texas
10) _____ Georgia	27) _____ Nebraska	44) _____ Utah
11) _____ Hawaii	28) _____ Nevada	45) _____ Vermont
12) _____ Idaho	29) _____ New Hampshire	46) _____ Virginia
13) _____ Illinois	30) _____ New Jersey	47) _____ Washington
14) _____ Indiana	31) _____ New Mexico	48) _____ West Virginia
15) _____ Iowa	32) _____ New York	49) _____ Wisconsin
16) _____ Kansas	33) _____ North Carolina	50) _____ Wyoming
17) _____ Kentucky	34) _____ North Dakota	

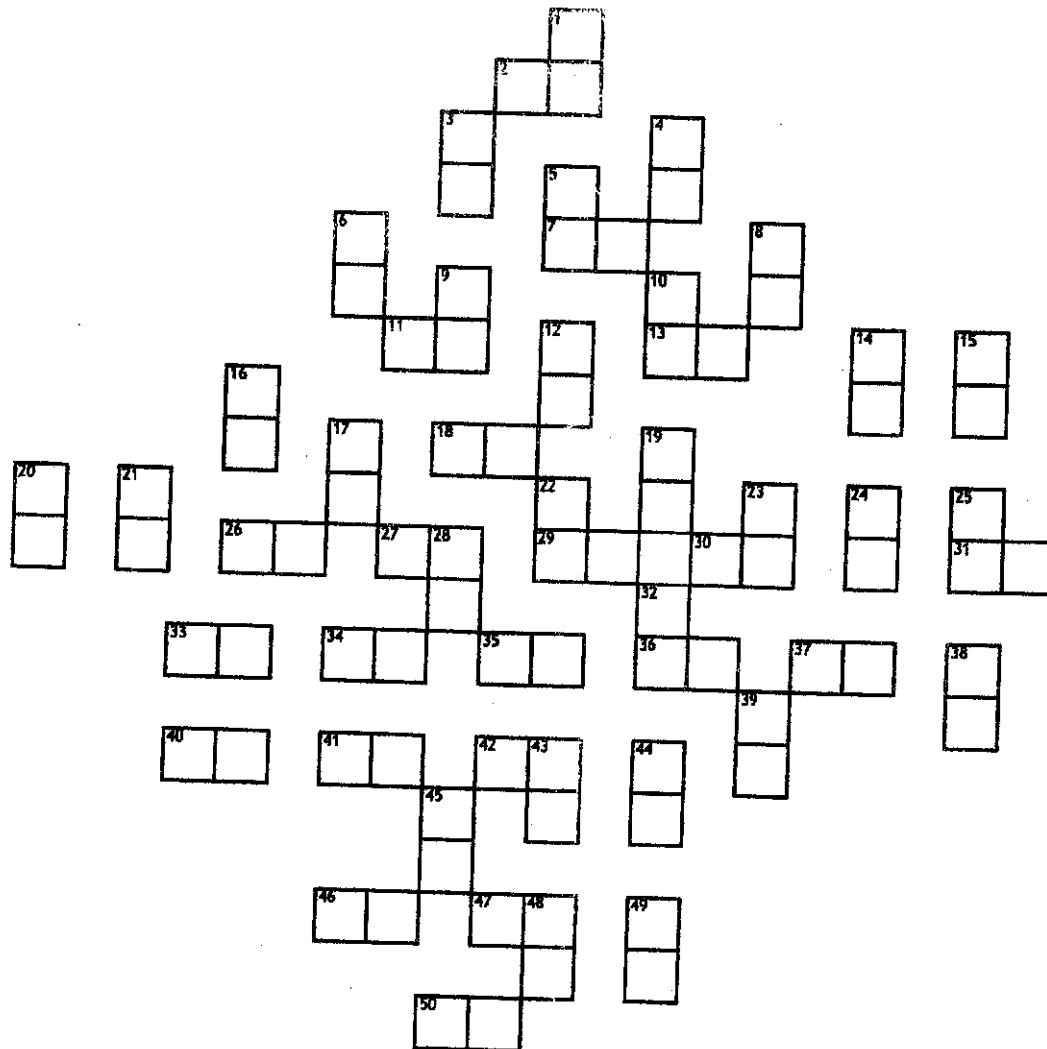
Answers

1. _____	26. _____
2. _____	27. _____
3. _____	28. _____
4. _____	29. _____
5. _____	30. _____
6. _____	31. _____
7. _____	32. _____
8. _____	33. _____
9. _____	34. _____
10. _____	35. _____
11. _____	36. _____
12. _____	37. _____
13. _____	38. _____
14. _____	39. _____
15. _____	40. _____
16. _____	41. _____
17. _____	42. _____
18. _____	43. _____
19. _____	44. _____
20. _____	45. _____
21. _____	46. _____
22. _____	47. _____
23. _____	48. _____
24. _____	49. _____
25. _____	50. _____

Name: _____

Date: _____

US State Abbreviations



Across

2. Connecticut
7. New Mexico
11. Georgia
13. Arizona
18. North Dakota
26. Oklahoma
27. Hawaii
29. Arkansas
30. Kentucky
31. Kansas
33. Texas
34. Nevada
35. West Virginia
36. Alabama
37. Oregon
40. New York

Down

1. Vermont
3. Mississippi
4. Washington
5. Minnesota
6. Idaho
8. New Hampshire
9. Massachusetts
10. Louisiana
12. Montana
14. California
15. Nebraska
16. Tennessee
17. Rhode Island
19. Missouri
20. Maryland
21. Colorado